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ABSTRACT

This document reports on the comprehensive evaluation of the Georgia Life Skills for Mental Health program, a primary prevention program designed to provide students with the opportunity for learning basic intrapersonal and interpersonal skills to handle stress, respond to major life decisions, and form more satisfying interpersonal relations without recourse to drugs and alcohol. A description of the program discusses the Activity Guides for elementary and secondary school students, the teacher inservice workshops, and the program implementation efforts by a network of community mental health training teams. Both process and outcome evaluations conducted over three years of the program are described. The evaluation design and procedures are discussed for the process evaluation, the student outcome evaluation, and the teacher outcome evaluation. A chapter on process evaluation results focuses on the coordinating committee, activity guides, training of local trainers, and training of teachers. Results of the student outcome evaluation organized by age group and results of the teacher outcome evaluation are presented and discussed. Final conclusions of the evaluation are related to implications for the continued development of the Life Skills program. The appendices contain process evaluation materials along with student and teacher outcome measures. (NRP)

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IMPACTS OF A GEORGIA DRUG ABUSE PREVENTION PROGRAM

FINAL EVALUATION REPORT

Russell A. Dusewicz
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Dr. Russell A. Dusewicz
Project Director

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EXECUTIVE SUMMARY

Purpose

The study described in this document concerns a comprehensive evaluation of the Georgia Life Skills for Mental Health program, a primary prevention program developed by the Prevention Unit within the Division of Mental Health and Mental Retardation, Georgia Department of Human Resources. In its operations, this program enlisted the support of the Georgia State Department of Education, local school districts, and community mental health centers. Research for Better Schools conducted a three year evaluation of the program, beginning in March 1978 and continuing through February 1981, to assess the process by which the Georgia Life Skills program was implemented and the outcomes of the program for its participants.

Program Description

The educational prevention program, Life Skills for Mental Health, was designed to provide students the opportunity for learning basic intrapersonal and interpersonal skills which help in handling stress, responding to major life decisions, and forming more satisfying interpersonal relations. As a result, program participants were expected to be better prepared to take responsibility for their lives without recourse to drugs and alcohol.

The Life Skills program helps teachers introduce classroom activities that deal with self-awareness, feelings, and relationships with others.

The program includes a series of Activity Guides for ages 5-8, 9-11, 12-14, and 15-18 years as well as inservice workshops to prepare teachers to use the Life Skills activities in their classrooms. It introduces teachers to four strategies they can use with the Life Skills activities and throughout the school day. These strategies are: Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing.

The Life Skills program is implemented through a network of community mental health training teams that has been set up across the state. This network is coordinated by the Georgia Department of Human Resources. The Georgia Department of Education, which participated in the development of the program, has approved the Life Skills Training for teacher certification renewal credit. As part of the program implementation, a state training team was established. The state team trains the local teams which are coordinated by the mental health centers and often include staff from local education agencies and other relevant community programs. These teams then return to their local areas and organize workshops for training teachers in the use and implementation of the Life Skills program in the classroom.

Evaluation Design

Both process and outcome effects were addressed in the evaluation design. The major part of the process evaluation was conducted during the first year of the study to provide feedback on program development and to monitor program implementation. In the second year of the study, the process evaluation continued and the pilot phase of the outcome evaluation was begun. The full scale outcome evaluation of students and teachers was conducted during the third year of the study.

The process evaluation component of the Life Skills study was designed to accomplish the following: to describe and assess the implementation of the Life Skills program plan, to provide ongoing feedback to program staff as the basis for conceptual and operational programmatic changes, and to establish a context for interpretation of the outcome evaluation. In order to achieve these ends, the following process evaluation activities were undertaken: (1) a retrospective evaluation and documentation of the work of the coordinating committee, responsible for the original design of the program; (2) evaluation of the Life Skills Activity Guides; (3) evaluation of the Training of Trainers workshop; and (4) evaluation of the Training of Teachers workshop. Data collection procedures included examination of materials, observations, interviews, and survey administration. Descriptive summaries were prepared to document all activities related to the planning and implementation of the program.

The student outcome evaluation was conducted using a repeated measures comparison group design. Life Skills and control students in the third, fifth, eighth, and eleventh grades were administered a series of carefully designed surveys to measure the dependent variables of self concept, interpersonal skills, classroom climate, attitudes toward school, attitudes toward drug use, and actual use of drugs and alcohol. The independent variables in the study were treatment group, sex, and ethnicity. Student data were collected on a pre/post/post schedule, in Fall 1979, Spring 1980, and Winter 1980. Classroom observations also were conducted

to gather data on student affective behaviors; these observations were conducted on a pre/post schedule.

The teacher outcome evaluation was conducted on a pre/post schedule and was designed to measure four dependent variables: attitudes toward mental health, frequency of use of the Life Skills program, perceived benefits of the Life Skills program, and teacher affective behaviors. Data were collected through teacher surveys and classroom observations. The sample was composed of the teachers for all Life Skills and control classes participating in the student outcome evaluation.

Findings

Major findings of the process and outcome evaluations are summarized below.

Process Findings

- The Activity Guides were found to be successful teaching instruments which motivated teachers to try the Life Skills activities in their classrooms.
- The Training of Trainers workshop was rated highly by participants on attainment of objectives, meeting participant expectations, and providing opportunities for involvement and participation.
- The Training of Teachers workshop was rated highly by participants on attainment of objectives and on motivating participating teachers to employ the Life Skills activities and strategies in their classrooms.
- The multi-level training and implementation system used to organize and administer the Life Skills program was found to be successful in accomplishing its objectives and in establishing good working relationships among the various agencies involved.

- A monitoring vehicle and follow-up technical assistance were found to be needed in order to strengthen the implementation system of the Life Skills program.

Outcome Findings

- Evidence was found supporting the impact of the Life Skills program in reducing disruptive behavior and increasing positive teacher and student affective behaviors.
- Minimal evidence of support for effects of the Life Skills program in increasing student self concept, interpersonal skills, classroom climate, or attitudes toward school was found in this study.
- No evidence of support for effects of the Life Skills program in reducing drug or alcohol use was found in this study.
- Previous findings on frequency of drug use and in differences between the sexes on drug attitudes and drug use were replicated.

In reviewing the findings outlined above, certain cautions should be noted. While the overall study was conducted over a three year period, the outcome component of the evaluation was in operation for only one and one-half years. One must be somewhat sensitive to the concern of whether this brief period of time is sufficient to adequately assess the effects of an affectively-oriented program such as the Life Skills program, which acts on many of the outcomes measures indirectly, through intervening variables. Many of the outcomes measured may be long-term effects which will show increased impact only when students' cumulative exposure to the Life Skills program reaches a higher level.

I. INTRODUCTION

This report describes the implementation and results of the Georgia Life Skills for Mental Health program, a primary prevention program for alcohol and drug abuse developed by the Prevention Unit within the Division of Mental Health/Mental Retardation, Georgia Department of Human Resources (DHR). Under a grant from the National Institute on Drug Abuse (NIDA), Research for Better Schools (RBS) conducted a three year comprehensive evaluation study of this program beginning in March 1978 and continuing through February 1981. The results of this evaluation are fully described in this report.

Program Description

The Prevention Unit of the Division of Mental Health/Mental Retardation developed the Life Skills for Mental Health program as a collaborative effort between the Division of Mental Health/Mental Retardation, the State Department of Education, and community mental health centers. The Prevention Unit coordinated the development of the program with broadly based input from educators, community mental health staff, other mental health workers, and representatives of professional organizations. The program began on a pilot basis in the Fall of 1977. By Winter 1980, more than three-fourths of the state's community mental health centers were offering Life Skills to schools and other groups in their service areas.

Life Skills is a mental health education program designed primarily for regular classroom teachers, regardless of the grade level or subject

area they teach. It is easily adapted for other adult leaders who work with young people, such as Sunday school teachers or scout leaders. The program introduces teachers to simple ways that they can help their students learn important skills in dealing with the problems and challenges of living, changing, and growing up in an increasingly complex world. For example, children learn to identify their feelings and express them in a productive way, to clarify personal values, and to examine the consequences of their choices. They learn about stress and ways to handle it, how to negotiate rather than fight when conflicts arise, and how communication styles can build or destroy relationships with significant people in their lives. And they learn to anticipate situations they may face in growing up and how they can handle them. In the view of the program, people who understand their day-to-day emotions and deal with them honestly will better be able to cope with serious stress.

Program Content

The Life Skills program helps teachers structure classroom activities that deal with self awareness and acceptance, feelings, and relationships with others. The program includes a series of four activity guides and an inservice training workshop to prepare teachers to use the activities in their classroom.

Activity Guides. The four activity guides have similar formats, but each is geared to a specific age range: 5-8 years, 9-11 years, 12-14 years, or 15-18 years. The guides are organized into three sectionw which correspond to the three major Life Skills program objectives.

Goal I: To help young people become more accepting of themselves and the significant people with whom they come in contact.

- To feel better about self as an individual with talents and personal qualities that are valuable.
- To be less critical of personal limitations.
- To accept personal characteristics which cannot be changed.
- To appreciate others' talents and accept their limitations.
- To be able to clarify important value issues, especially in the face of conflicting messages.
- To accept the decisions that others make and the values that others hold as being legitimate for them.
- To be able to generalize learning that occurs in specific situations to similar situations.

Goal II: To help young people be more accepting of all feelings.

- To identify feelings.
- To accept all feelings as legitimate.
- To claim feelings rather than camouflage them.
- To recognize personal responsibility in choosing how to act on a feeling.

Goal III: To help young people form more satisfying personal relationships with significant others.

- To express feelings and needs verbally to others and to feel less scared and anxious in doing so.
- To accept the feelings and needs of others as important to them.
- To negotiate productively where a conflict of needs exists.

The Life Skills activity guides provide exercises designed to strengthen student skills in each of the three goal areas. Many of the activities used in the guides have been adapted from other resources and were previously refined for use in other prevention programs. All activities are keyed to use at the appropriate age levels.

It is recommended that teachers use the Life Skills activities in one of three ways. First, teachers can set aside a regular part of the school day specifically for Life Skills activities, thus establishing Life Skills activities as a special part of the classroom curriculum. Second, Life Skills activities can be introduced at "teachable moments" or naturally occurring opportunities during the school day when specific Life Skills activities may be used to resolve issues raised in the course of classroom events. Finally, Life Skills activities can be taught in conjunction with regular subject areas, so that learning academic skills and learning about self, decisions, feelings, values, and so on become integral parts of the student's learning experiences throughout the school day.

The Life Skills activity guides are meant to be means, not ends. Teachers are encouraged to use other resources and their own ideas to create activities which build on what is in the guides or to raise issues not covered by the guides. Teachers may decide not to use every Life Skills activity; rather, they may choose specific activities appropriate to their students and to their level of comfort in dealing with the issues being discussed.

Training Workshop. Training is an integral part of the Life Skills for Mental Health program and is required for anyone who wants to use the material. The training program orients participants to the program--what it is and what it is not, acquaints them with the activity guides, and shows them how to use the material in the classroom. Teachers learn four strategies they can use with Life Skills activities and throughout the school day.

- Active listening/listening for feeling helps the teacher to reflect the content or feeling that is communicated in a student's statement in order to aid the student in clarifying what is being said, and to show the student that he or she has been heard without his or her opinion or feelings having been judged "right" or "wrong."

- Behavior feedback is a way of pinpointing the student's behavior and the effect of that behavior without judging, blaming, or name calling.

- Values clarification is a process for helping students decide what is important to them and just how strong their convictions are.

- Role playing, as it is taught in the Life Skills program, shows the teacher some simple "building blocks" which can be used in the classroom to set a climate where role play can be used effectively.

The training workshop requires a minimum of 12 hours, plus some time for follow-up once participants have had a chance to use the program. Through cooperation with the State Department of Education, teachers can earn two units of certification renewal credit. In this case, teachers participate in 20 hours of training.

Collaboration between the local community mental health centers (CMHC) and the local school systems includes some of the following arrangements for teachers participating in the training.

- CMHC staff are available on request to meet with teachers, principal, and parents to orient them to the program and to answer questions and concerns.
- Teacher training and follow-up technical assistance to the school requesting the program provided by the CMHC.
- Schools may provide release time for teachers.
- Training for the Life Skills program may be written into local staff development plans. This allows school systems to use staff development funds to contract with CMHCs for training services.

Community Mental Health Center Training Teams. The material in the Life Skills for Mental Health program for the most part is not new. What is innovative is the way it has been put together and the training network that has been set up across the state. The community mental health center is the active agent in making the community aware of the program and in providing the training and follow up to interested schools or other groups. When the CMHC decides to offer the program, a training team is selected, usually composed of four members, although some teams are larger for CMHCs that cover a number of counties. The team coordinator must be a CMHC staff person, but other members of the team may be appropriate school system personnel, volunteers, or staff from other community agencies. Often the team membership helps to build or strengthen bridges among groups in the area.

The local training teams participate in an intensive Training of Trainers workshop conducted by the state office of the Division of Mental

Health and Mental Retardation. Teams come together again for a follow-up workshop several months later, when they have had a chance to stimulate community interest and perhaps to try their first workshop.

The state office furnishes each team with a supply of brochures and a slide/sound presentation which describe the program, and a supply of the activity guides for teachers. In short, the state office sets the team up, and from then on it is a local program with continuing assistance from the state office as needed. Also, the Division of Mental Health and Mental Retardation serves as an ongoing link among teams.

Having the training available at the local level has a number of distinct advantages, the least of which is convenience to both trainers and participants. With local teams, follow up is much easier. But perhaps the most important advantage is the link between the community mental health center and the school. In some areas, the Life Skills program has opened doors. As the trainers become known in the schools, it is much easier to go into the school to work with teachers whose students are clients at the center. Also, teachers who become aware of special problems with individual students are more likely to see the CMHC as a resource. A number of teams have commented that the Life Skills program has helped the CMHC gain more visibility in the community as staff traveled the PTA, civic club, faculty meeting circuit with their slide/sound presentation. The community began to see the center as something other than simply a place for people with problems.

II. EVALUATION DESIGN AND PROCEDURES

The evaluation of the Life Skills program has been a three year, sequenced effort designed to assess the development, implementation, and effectiveness of the program. To accomplish this assessment, a comprehensive process and outcome evaluation was designed and undertaken. This chapter describes the objectives, design, and procedures associated with both process and outcome components of the overall evaluation study.

Objectives

The evaluation study focused on two principal objectives with regard to the Life Skills program. These objectives are listed below, followed by a more detailed description of the rationale for each.

Objective 1: To perform an intensive and rigorous process evaluation of the Life Skills program that would:

- Describe and assess the implementation of the Life Skills program plan.
- Provide ongoing feedback to program staff as the basis for conceptual and operational programmatic changes.
- Establish a context for interpretation of the outcome evaluation.

Objective 2: To perform an intensive and rigorous outcome evaluation of the Life Skills program that would:

- Assess the effectiveness of the program for participating teachers.
- Assess the effects of the program on participating students.

The process evaluation was addressed to the description and assessment of program implementation, while the outcome evaluation was designed to determine what impact the program had on its participants. The major

part of the process evaluation was conducted during the first year of the study, to provide feedback on program development and to monitor program implementation. In the second year, the process evaluation was continued and, after the program had achieved some stability in implementation, the pilot phase of the outcome evaluation was begun. The full scale outcome evaluation was conducted during the third year of the study. Further details on the designs of the process and outcome evaluations are presented in the following sections.

Process Evaluation

Implementation of the Life Skills for Mental Health program involved a multi-stage training process culminating in use of the materials and strategies in the classroom. Inherent in this implementation process is the belief that the Life Skills program represents an approach to primary prevention which has significant potential and which merits close evaluative scrutiny. By utilizing community mental health agencies as the link between program sponsors and the public schools, the Georgia Department of Human Resources had developed a new program dissemination strategy which seemed to warrant rigorous testing and careful refinement. As such, RBS was retained to study the Life Skills program as a prototype which could hold great import for the prevention field.

Originally a coordinating committee was established between the Georgia Department of Human Resources and the Georgia Department of Education for the purpose of overseeing the development, production, and pilot testing of the Life Skills for Mental Health strategies and materials.

As part of the program implementation, a state training team was established for the purpose of passing on knowledge about use of the activities and strategies of the program to a group of trainers organized in the form of teams representing local education agencies and local community mental health centers. These trainers and training teams were then to return to their local areas and to organize workshops for training teachers in the use and implementation of the program in the classrooms (see Figure 2-1). Thus, in a process sense, the work of the Coordinating Committee was key in development of the program materials; the program materials themselves are key in providing a vehicle for program activities; the Training of Trainers and Training of Teachers workshops are key in transmitting knowledge about program materials and implementation; and the actual classroom implementation of the program by teachers is key to setting the stage for any potential program impact on either students or teachers.

The process evaluation component of the Life Skills study was designed to accomplish the following: to describe and assess the implementation of the Life Skills program plan, to provide ongoing feedback to program staff as the basis for conceptual and operational programmatic changes, and to establish a context for interpretation of the outcome evaluation. In order to achieve these ends, the following process evaluation activities were undertaken: (1) a retrospective evaluation and documentation of the work of the Coordinating Committee, responsible for the original design of the program; (2) evaluation of the Life Skills activities guides; (3) evaluation of the Training of Trainers workshop; and (4) evaluation of the Training of Teachers workshop.

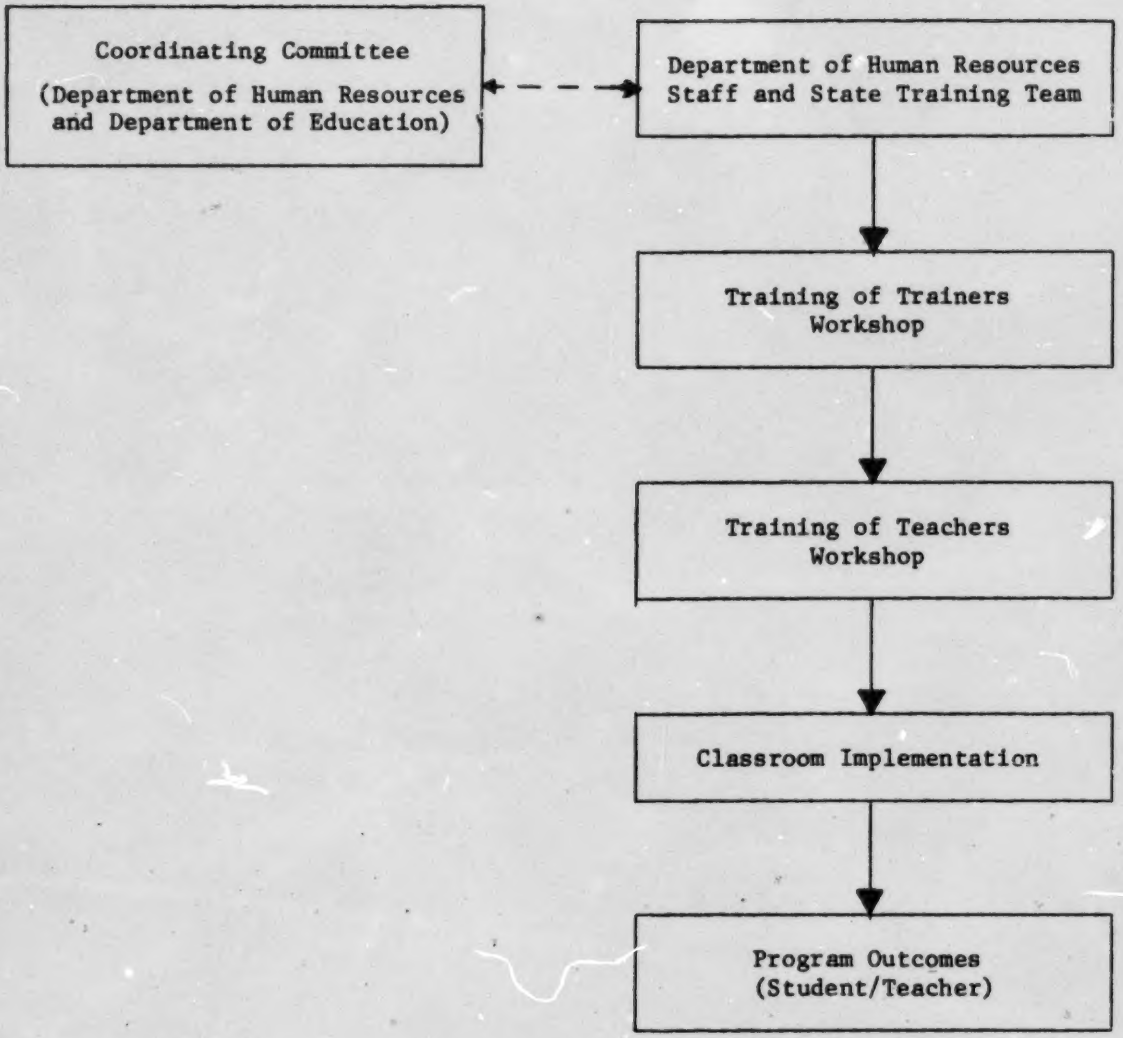
Coordinating Committee
(Department of Human Resources and Department of Education)
Department of Human Resources Staff and State Training Team
Training of Trainers Workshop
Training of Teachers Workshop
Classroom Implementation
Program Outcomes (Student/Teacher)

Figure 2-1: Life Skills Program Implementation

Coordinating Committee

The purpose of evaluating the work of the Coordinating Committee was threefold:

- To document, through the use of files and selected interviews, the development of the Life Skills program from its inception in the Winter of 1976 to June 30, 1978.
- To offer sets of objectives and desired outcomes which would be useful in establishing evaluative criteria and developing instrumentation.
- To provide a context for later interpretation of process and outcome evaluative findings.

At the time this evaluation study was funded, active involvement of the Coordinating Committee in the operation of the Life Skills program had ceased. Thus, the establishment of objectives and milestones for the committee's work and the evaluation of that work had to be accomplished retrospectively. This was done by means of reconstructing the history and past activities of the committee from documents already collected and from information gained in interviews with committee members. The results of this work are summarized in Chapter III of this report and are detailed separately in a document entitled, A Developmental History of the Georgia Life Skills for Mental Health Program (Strandmark & Dusewicz, 1978).

Two structured interview schedules were developed and used in interviewing Coordinating Committee members and pilot training team leaders. The purpose of the first interview schedule was to gain committee members' perspectives on the original goals and objectives of the committee, to document its working procedures, and to have the members reflect upon the

past development of the Life Skills program and the problems, issues, successes, and failures one could expect to encounter in the future. The purpose of the pilot training team leader interview schedule was to uncover and document the experiences (successes and failures) of trainers who had had a year's involvement in both diffusion of the Life Skills program and in presenting teacher training workshops within the school districts. Results from these interviews and this documentation effort were intended to be conveyed to the Life Skills program staff for analysis and planning purposes.

In conjunction with the process evaluation, an effort was made to gather all available information and records relating to the history and development of the Life Skills program, so that a comprehensive documentation of it could be compiled. The documentation could then be used both as a source of background information on the program for the evaluation team, and as a perspective from which future evaluation efforts and program development could be viewed.

Activity Guides

In order to evaluate the Life Skills materials as a component of the program, a consumer evaluation panel was convened to critically assess the Life Skills activity guides. Elaborate planning and participant selection procedures were undertaken in association with the Life Skills evaluation panel. The purpose of the panel was to bring together consumers of the Life Skills program for the purpose of evaluating various aspects of the program with respect to effectiveness, efficiency, and

utility. It was hoped that, through such a meeting, a better understanding of the problems and difficulties in areas of application of the Life Skills program could be secured. In keeping with these aims, every effort was made to gain wide geographical representation while, at the same time, providing for representation of teachers in each of the four Life Skills activity guide age groups. The panel met with evaluation staff for a full day and completed an extensive packet of evaluation instruments. The basic concerns assessed by these instruments were: educational value, communicability, motivational value, utility, and format. A full report on the results of the consumer evaluation panel is included in a separate document entitled, The Life Skills for Mental Health Consumer Evaluation Panel Report (Swisher, Martinson, & Dusewicz, 1978).

Training of Trainers

Specific objectives were established for the Training of Trainers workshop and these served as the basis for the evaluation of this aspect of the program. The Training of Trainers workshop objectives were essentially those stated in the training manual and derived from previous training information. Some modifications to these objectives were made, but these were undertaken by the Life Skills program staff, not the evaluation team. Thus, the evaluation team played no role in originating objectives, but rather acted as a catalyst in prompting their formulation in revised form so that they could be evaluated. These objectives were as follows:

- To create an awareness of the importance of affective education.
- To increase understanding of the relationship between affective and cognitive learning.
- To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.
- To introduce and demonstrate selected classroom activities in the Life Skills program.
- To facilitate teachers'/trainers' personal knowledge and skill in the four Life Skills strategies.
- To develop and/or increase trainers confidence in their ability to conduct Life Skills teacher training workshops and teachers' confidence in their ability to conduct Life Skills activities.
- To provide resources for additional training, consultation, and materials.

The same objectives were utilized for the Training of Teachers workshop. Two different measures were used to assess the effectiveness of the Training of Trainers workshop, one revised from a previous measure and one newly developed. The former was a questionnaire designed to be administered at the end of each workshop (see Appendix A). This was based on revisions in content, format, and scaling of a similar measure used during the preceding year by the program staff. The latter instrument, an attitude assessment measure, was conceived of and constructed as an entirely original measure (see Appendix A).

The attitude instrument was created in response to the belief that it is necessary in any workshop with substantial affective content to gain some knowledge of the effect of the workshop on its participants'

attitudes. The attitude measure was sensitive to changes in attitudes on variables relevant to the concepts stressed by the workshop content, including receptivity to the notion and utility of the four Life Skills strategies and to the concept of affective integration as defined by the training manuals. In order to obtain such a change measure, both pre and posttesting were required. Pretesting was conducted under the guise of an instrument serving as an advance organizer for workshop activities (a task task which it also accomplished).

In addition to these measurement instruments, general observations were recorded about Training of Trainers workshop activities, and workshop participants were interviewed informally. Follow-up Training of Trainers workshops were evaluated in a similar manner.

Training of Teachers

The objectives outlined above for the Training of Trainers workshop were also utilized for the Training of Teachers workshop. A special questionnaire, representing a revision of a previous instrument in content, format, and scaling, was used as one of two instruments in evaluating the Training of Teachers workshop (see Appendix A). This was administered on a posttest only basis. The second instrument, an attitude assessment measure, was administered on a pretest/posttest basis and was used to determine attitudinal change in areas believed to be related to the strategies and materials stressed in the workshop (see Appendix A). As with the Training of Trainers workshop, this latter instrument was administered in the guise of an advance organizer for workshop activities.

Data collected on these instruments, as with the Training of Trainers workshop, were supplemented with observational information and individual interviews with participants.

Another concern of the process evaluation, related to the training of teachers, was the extent of use of the Life Skills activities in the classroom by teachers who were trained through the Training of Teachers workshops. This involved the question of transfer of training. An activity log was constructed in order to provide information on the following variables: the degree to which Life Skills activities were used in the classroom, how the Life Skills activities were used in the classroom, and the frequency and duration with which Life Skills strategies were employed (see Appendix C).

Outcome Evaluation

The outcome evaluation was designed to determine what impact the Life Skills program had on its participants. Student outcomes and teacher outcomes were the two major areas of interest.

Student Outcomes

To address the objectives identified for students in the Life Skills program, six primary research questions were formulated. These research questions were used to structure the design of the student outcome evaluation. They are presented in Figure 2-2.

Research Questions	Dependent Variables
Does the LS program have a positive effect on intrapersonal skills?	Self-concept
Does the LS program have a positive effect on interpersonal skills?	Interpersonal skills
Does the LS program have a positive effect on classroom climate?	Classroom climate
Does the LS program have a positive effect on attitudes toward school?	School attitudes
Does the LS program have a positive effect in reducing drug-related behaviors?	Frequency of drug use Attitudes toward drugs
Does the LS program have a positive effect on the frequency of disruptive referrals?	Disruptive behavior

Figure 2-2: Research questions for student outcomes

Research Design. Student outcome data to address the research questions posed in Figure 2-2 were collected through the use of survey instruments and direct observations. A repeated measures comparison group design was used as the basis for the research plan. This design is shown in Figure 2-3.

LS Group	0	X	0	0
Comparison Group	0		0	0

Figure 2-3: Repeated measures comparison group design

This design allowed a comparison of the Life Skills students with a similar group of control students, as well as measuring the effects of the program over time. The time factor was felt to be especially important in assessing the impact of the program on long term, drug-related behaviors.

Three independent variables were included in the research design: treatment group, sex, and ethnicity. Contributions of these variables were assessed relative to each of the dependent variables using regression analyses. The analyses performed and results obtained using this research design will be described in Chapter IV.

Sampling. Sampling was done in such a manner as to arrive at Life Skills and control groups approximating the age range of the four levels of the Activity Guides used in the program. While the Guides are keyed to age groups, classes within grade levels approximately corresponding to each age group were used in sample selection. Thus, four age/grade groups of students were selected for the sample:

- Early Elementary (EE) - Grades 3 and 4
- Upper Elementary (UE) - Grades 5 and 6
- Intermediate (I) - Grades 7 and 8
- High School (HS) - Grades 10, 11 and 12

In each of these age groups, both a Life Skills sample and a control sample were chosen. These samples were chosen by classroom in order to facilitate testing and tracking procedures.

Criteria for Selection. For the Life Skills sample, participation was limited to students whose teachers had received Life Skills training. Further, since all participation in the evaluation was voluntary, student inclusion was dependent on the cooperation of the principal

and the teacher. Three primary criteria were used to construct the pool of potential Life Skills classes:

- Valid evidence of teacher's recent Life Skills training.
- Principal's willingness to cooperate.
- Teacher's willingness to cooperate.

The procedure for implementing these criteria in selecting Life Skills participants began with the CMHCs and followed several steps.

Step 1: Contact all 34 Georgia CMHCs and obtain lists of Life Skills teachers trained within one year of pretesting.

Step 2: Contact school principals and obtain permission for participation in the evaluation study.

Step 3: Contact teachers and obtain cooperation for participation in the evaluation study.

Following this procedure, approximately 75 percent of the principals contacted agreed to participate, and about 80 percent of the teachers agreed to cooperate.

For selection of the comparison classes, several additional factors had to be taken into consideration. The most important of these was locating a sample of control classes which would be comparable to the Life Skills classes. The procedure used to identify and obtain the cooperation of these control classes is outlined below.

Step 1: Ask principals in schools from which Life Skills classes have been selected to identify comparable non-Life Skills classes in the same school.

Step 2: Obtain permission from the teachers of these comparable classes to participate in the evaluation study.

Step 3: When the number of comparable control classes available in the Life Skills schools is insufficient, ask principals to identify similar non-Life Skills schools from which control classes could be selected.

Step 4: Contact principals in non-Life Skills schools identified in Step 3, check on comparability, and obtain permission for participation in the evaluation study.

Step 5: Obtain cooperation from control teachers in these schools for participation in the Life Skills evaluation study.

To implement these selection procedures for the control group, six primary criteria were used to determine the comparability of control classes and Life Skills classes:

- Grade level
- Ethnic balance
- Male/female balance
- Ability level
- Teaching style
- Geographic location

Following these criteria, the sample of control classes was determined. The composition of both the control sample and the Life Skills sample is described in the next section.

Sample Composition. Using the criteria discussed in the previous section, the sample of Life Skills and control students was chosen in early Fall 1979. Efforts were made to include representative segments of urban, rural, and suburban students from all parts of Georgia. Schools in the Atlanta, Augusta, Macon, Savannah, and Swainsboro area were included in the sample. Table II-1 describes the pretest sample.

In each age group, the target numbers were approximately 600 Life Skills students and 200 control students. The actual pretest sample fell short of these target numbers in the intermediate Life Skills group and the high school control group. These shortages were due in part to a lack of cooperation at the secondary levels. Representation of the sexes

Table II-1

Composition of Pretest Sample by Age, Sex, and Ethnic Group

Level	Group	Total	Male	Female	White	Nonwhite
Early Elementary	LS	644	.51	.49	.55	.45
	C	278	.55	.45	.44	.56
Upper Elementary	LS	591	.49	.51	.67	.33
	C	228	.46	.54	.55	.45
Intermediate	LS	518	.48	.52	.54	.46
	C	378	.52	.48	.57	.43
High School	LS	573	.42	.58	.62	.38
	C	127	.54	.46	.59	.41
TOTAL	LS	2326	.48	.52	.59	.41
	C	1011	.52	.48	.54	.46

in the pretest sample was approximately equal; a slightly higher percentage of whites than nonwhites participated in the pretest sample.

Table II-2 and Table II-3 present the composition of the samples for posttest I and posttest II. Both the Life Skills sample and the control sample declined somewhat at each testing, but the relative representation of males and females and ethnic groups remained approximately the same as for the pretest. In most cases, the declines in student participation were due to principals' or teachers' decisions to no longer continue involvement in the evaluation. When a principal made this decision, often more than 100 students were affected. A single teacher's decision to discontinue involvement usually resulted in the loss of 30 students or more. Thus, the voluntary nature of program involvement and the long duration of the evaluation effort resulted in higher attrition rates than might be desirable.

For many of the analyses performed in the evaluation, it was necessary to have complete data on each student for all three test administrations. In order to accomplish this, a matched sample was composed, including only those students who had participated in all three test administrations. Table II-4 shows the composition of this final, matched sample. Relative representations of males and females and ethnic groups in this matched sample remained similar to that for each of the individual test administrations.

Instrumentation. To measure the dependent variables described earlier in this chapter, an instrumentation search and development

Table II-2

Composition of Sample for Posttest I, By Age, Sex, and Ethnic Group

Level	Group	Total	Male	Female	White	Nonwhite
Early Elementary	LS	479	.53	.47	.53	.47
	C	228	.54	.46	.44	.56
Upper Elementary	LS	538	.49	.51	.62	.38
	C	205	.47	.53	.57	.43
Intermediate	LS	439	.49	.51	.56	.44
	C	349	.50	.50	.59	.41
High School	LS	506	.43	.57	.60	.40
	C	60	.53	.47	.61	.39
TOTAL	LS	1962	.49	.51	.58	.42
	C	842	.51	.49	.55	.45

Table II-3

Composition of Sample for Posttest II, By Age, Sex, and Ethnic Group

Level	Group	Total	Male	Female	White	Nonwhite
Early Elementary	LS	305	.53	.47	.58	.42
	C	126	.49	.51	.61	.39
Upper Elementary	LS	475	.46	.53	.71	.29
	C	131	.47	.53	.59	.41
Intermediate	LS	238	.47	.53	.54	.46
	C	250	.49	.51	.57	.43
High School	LS	219	.37	.63	.63	.37
	C	58	.56	.45	.71	.29
TOTAL	LS	1237	.46	.54	.63	.37
	C	565	.49	.51	.59	.41

Table II-4

Matched Sample Across Pretest, Posttest I, and Posttest II
By Age, Sex, and Ethnic Group

Level	Group	Total	Male	Female	White	Nonwhite
Early Elementary	LS	170	.53	.47	.62	.38
	C	102	.51	.49	.60	.40
Upper Elementary	LS	310	.45	.55	.66	.34
	C	97	.42	.58	.62	.38
Intermediate	LS	178	.46	.55	.50	.50
	C	185	.50	.50	.56	.44
High School	LS	120	.30	.70	.70	.30
	C	37	.62	.38	.61	.39
TOTAL	LS	778	.44	.56	.62	.38
	C	421	.49	.51	.59	.41

procedure was undertaken early in the second year of the evaluation. The search for existing instruments revealed very few measures which were relevant to the Life Skills objectives. Thus, instrument development was begun. The newly developed instruments were pilot tested in Spring 1979 and data from the pilot test were analyzed in Summer 1979. On the basis of these findings, the instruments were revised and reanalyzed. Complete descriptions of all these procedures and analyses can be found in the Impacts of a Georgia Drug Abuse Prevention Program: Second Annual Evaluation Report (Research for Better Schools, 1980).

Figure 2-4 provides a summary of the research questions, dependent variables, and corresponding instrumentation for measuring student outcomes. Copies of all instruments are included in Appendix B. For most instruments, scale scores were computed by assigning numerical values to each response category, summing the values for all responses, and dividing by the number of items completed. These scale scores then were used in performing the analyses.

Validity and reliability information was obtained for each instrument. Table II-5 presents a summary of these reliability and validity studies. The reliability data reported in the summary table represent a coefficient alpha computed for the second posttest. Previous reliability studies were conducted for the pretest and first posttest. Over the three test periods, the range of coefficients for any one instrument averaged only .042 and was never larger than .083. Thus, based on the small variations in the reliability coefficients, a decision was made to use the most recent testing as the basis for the summary of reliability

Research Questions	Dependent Variable	Measures Used in Student Outcome Evaluation
Does the LS program have a positive effect on intrapersonal skills?	Self concept	Myself (EE) Myself (UE, I, HS)
Does the LS program have a positive effect on interpersonal skills?	Interpersonal relationships	My Class (EE) School Life (UE, I, HS) Life Skills for Mental Health Classroom Observation Form (EE, UE, I, HS)
Does the LS program have a positive effect on classroom climate?	Classroom climate	About Your Class (EE) About Your Class (UE, I, HS)
Does the LS program have a positive effect on attitudes toward school?	School attitudes	Attitude Toward School (UE) Attitude Toward School (I) Attitude Toward School (HS)
Does the LS program have a positive effect on drug-related behaviors?	Frequency of drug use Attitudes toward drug use	My Opinion (UE) My Opinion on Drugs and Alcohol (I, HS)
Does the LS program have a positive effect on frequency of disruptive behaviors?	Disruptive behavior	Disruptive Behavior Scale (EE, UE, I, HS)

Figure 2-4: Instrumentation Plan for Student Outcomes

Table II-5

Validity and Reliability Information on the Life Skills
Student Outcome Evaluation Instrumentation

Research Questions	Dependent Variables	Measures for Student Outcome Study	Reliability*	Tentative Factor Structure**
Does the LS program have a positive effect on intrapersonal skills?	Self concept	Myself (EE)	.690	Inner Directedness (a) Outer Directedness
		Myself (UE)	.867	Self in Relation to Peers (a) Self in Relation to Family
		Myself (I)	.674	Self-Awareness
		Myself (HS)	.887	
Does the LS program have a positive effect on interpersonal skills?	Interpersonal skills	My Class (EE)	.762	Relationship with Teacher (a) Relationship with Classmates
		School Life (UE)	.919	Relationship with Teacher (a) Classroom Relationships Among Peers
		School Life (I)	.903	Personal Relationships Among Peers
		School Life (HS)	.922	
		Life Skills for Mental Health Classroom Observation Form (Question 7)	.886	Single Underlying Factor of Student Affect (b)
Does the LS program have a positive effect on classroom climate?	Classroom climate	About Your Class (EE)	.798	Single Underlying Factor of Classroom Climate (b)
		About Your Class (UE)	.857	
		About Your Class (I)	.838	
		About Your Class (HS)	.879	

Table II-5 (cont.)

Research Questions	Dependent Variables	Measures for Student Outcome Study	Reliability*	Tentative Factor Structure**
Does the LS program have a positive effect on attitude toward school?	Attitudes toward school	Attitude Toward School (UE)	.921	Attitude Toward Learning (c) School Climate
		Attitude Toward School (I)	.912	Attitude Toward Learning (c) School Climate
		Attitude Toward School (HS)	.876	Attitude Toward Learning (c) Attitude Toward School Attitude Toward Teacher
Does the LS program have a positive effect on drug-related behaviors?	Frequency of drug use	My Opinion (UE)		
		Attitudes	.844	Negative Utilities (d)
		Use	.799	Drug Involvement
		My Opinion on Drugs and Alcohol (I)		
		Attitudes	.906	Acceptance of Drug Use (d)
		Use	.669	Perceived Utility of Use
		My Opinion on Drugs and Alcohol (HS)		
		Attitudes	.817	Acceptance of Drug Use (d)
		Use	.695	Perceived Utility of Use
Does the LS program have a positive effect on frequency of disruptive behaviors?	Disruptive behavior	Disruptive Behavior Scale	Form of this scale not amenable to standard reliability and validity analyses.	

*Coefficient Alpha

**Based on factor analyses of appropriate data: (a) Principal components with varimax rotation on pilot data; (b) analysis of item to total correlations on pilot data; (c) factor analyses conducted for the Pennsylvania Educational Quality Assessment [see Getting Inside the EOA Inventory, Pennsylvania Department of Education, 1976]; (d) factor analyses conducted for the NAPA Project, Pacific Institute for Research and Evaluation. [see Scaling of Student Self-Report Instruments, December 1970].

information. Further discussion of the previous reliability studies and documentation of the factor structures reported in the summary table can be obtained from the Impacts of a Georgia Drug Abuse Prevention Program: Second Annual Evaluation Report (Research for Better Schools, 1980).

Procedures. Student data were collected at three points during the evaluation study. Pretesting was conducted in Fall 1979, data for the first posttest were gathered in Spring 1980, and a second posttest was conducted in Winter 1980. At each of these three testings, all measures listed in the instrumentation plan, except the observation form and the disruptive behavior measure, were administered to each student. Total administration time averaged approximately 40 minutes. The instruments were administered by RBS field staff, who read standardized instructions and followed predesignated testing procedures. At times, a tester may have found it necessary to modify procedures slightly in order to accommodate conditions in a particular school or a particular teacher's classroom. However, the adjustments made in these cases were small. Identical procedures were followed in testing the Life Skills classes and the control classes.

After student data were collected in Georgia, the forms were sorted and shipped to RBS in Philadelphia for coding, data entry, and analysis. All student names were converted to number codes in order to preserve confidentiality.

Teacher Outcomes

In order to assess the effectiveness of the Life Skills program for participating teachers, both direct observations and survey measures were used to determine teacher outcomes. Four primary research questions were formulated regarding teacher outcomes. These questions and the corresponding dependent variables are shown in Figure 2-5.

Research Questions	Dependent Variables
Do teacher attitudes toward mental health become more positive after participation in the LS program?	Teacher attitude toward mental health
Does teacher use of the LS program change during extended program participation?	Teacher use of program
Do teacher perceived benefits of the LS program change during extended program use?	Teacher perceptions of program benefits
Do teacher behaviors related to classroom climate become more positive during participation in the LS program?	Teacher behaviors

Figure 2-5: Research Questions for Teacher Outcomes

Research Design. The research design used to assess teacher outcomes was a pre-post comparison group design, shown in Figure 2-6.

LS Teachers	0	X	0
Control Teachers	0		0

Figure 2-6: Pre-Post Comparison Group Design

Teacher outcomes were assessed through the use of direct classroom observations and survey instruments. Since classroom units typically remain intact for only one school year, this factor had to be considered in designing the teacher outcome evaluation. Student data were scheduled to be collected in Fall 1979, Spring 1980, and Winter 1980. For the Fall 1979 and Spring 1980 testings, a high percentage of the students would be in the same classrooms, but by the time of the Winter 1980 testing most would have moved on to new teachers and often to new schools. Since the validity of the observation data was dependent on the constancy of the teacher/student classroom unit, it was decided that only two observations would be conducted - a pretest observation in Fall 1979 and a posttest observation in Spring 1980. Similarly, since it was felt that the influx of a new class might significantly affect a teacher's use and perceptions of the LS program, only two administrations of the teacher survey instruments were scheduled--one at the time of student pretesting in Fall 1979 and one during the first student posttest in Spring 1980. These conditions thus necessitated the use of a pre-post comparison group design.

Sampling. The teacher sample corresponded to the student classroom sample. That is, once a class was chosen to participate in the evaluation of student outcomes, the teacher was automatically included in the teacher outcome evaluation sample. Thus, the maximum number of teachers that was available for participation in the teacher outcome study was represented by the number of participating classrooms. These numbers are shown in Figure 2-7.

Group	Pretest	Posttest I
LS	94	83
C	43	37

Figure 2-7: Number of Classrooms Participating in Life Skills Evaluation Study

As explained earlier, all participation was dependent on voluntary cooperation from principals and teachers. When a teacher agreed to participate in the study, he or she was made aware that the commitment included not only student testing, but also classroom observation and the completion of teacher attitude surveys. However, since the study was voluntary, at times teachers chose not to participate in various segments of the teacher outcome study. This lack of cooperation naturally decreased the teacher outcome sample size on some measures. Specific levels of participation will be included in the discussion of results for each measure in Chapter IV.

Instrumentation. To measure the dependent variables related to teacher outcomes, three instruments were used. Figure 2-8 provides a summary of the research questions, dependent variables, and corresponding instrumentation for teacher outcomes. Copies of each of these instruments are included in Appendix C.

Research Questions	Dependent Variables	Measures Used in Teacher Outcome Evaluation
Do teacher attitudes toward mental health become more positive after participation in the LS program?	Teacher attitude toward mental health	Life Skills for Mental Health Opinion Survey
Does teacher use of the LS program change during extended program participation?	Teacher use of LS program	Life Skills for Mental Health Teacher Survey
Does the teacher's perceived benefits of the LS program change during extended program use?	Teacher's perception of program benefits	Life Skills for Mental Health Teacher Survey
Do teacher behaviors related to classroom climate become more positive during participation in the LS program?	Teacher behaviors	Life Skills for Mental Health Classroom Observation Form

Figure 2-8: Instrumentation Plan for Teacher Outcomes

Development of each of the teacher outcome instruments followed somewhat different paths. The Life Skills for Mental Health Opinion Survey was originally developed and validated by Life Skills trainers. This survey was used in teacher training sessions to assess initial teacher orientation toward mental health concepts. It was adopted for the outcome evaluation in order to determine if Life Skills teachers exhibited significantly different attitudes toward mental health than the comparison group of control teachers which had not been exposed to the Life Skills program. Validity information on this instrument is limited to the content validity

established by the Life Skills trainers as they reviewed and refined the instrument in various training situations. The internal consistency reliability coefficient for the posttest evaluation sample was $\alpha = .707$.

The second instrument used in the teacher outcome evaluation was the Life Skills for Mental Health Teacher Survey. This survey was developed as a part of the outcome evaluation to provide descriptive information on teachers' use of the LS program and teachers' perceptions of the benefits of the program. The content validity of this instrument was established by mental health professionals in the Georgia Department of Human Resources. The alpha reliability coefficient for the scale of perceived benefits (Question 6) computed on data from the posttest was $\alpha = .748$.

The third and final instrument to measure teacher outcomes was the Life Skills for Mental Health Classroom Observation Form. This instrument was developed at the same time as the student measures. After an extensive search through existing observation measures, one measure, the Alternative Setting Observation Form[1], was located which corresponded to many of the needs for the Life Skills outcome evaluation. This instrument was adapted and pilot tested in Spring 1979. Detailed results on validity analyses and paired rater responses can be found in Impacts of a Georgia Drug Abuse Prevention Program: Second Annual Evaluation Report (Research for Better Schools, 1980). The internal consistency reliability coefficient

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[1]Buttram, Joan L. Alternative Setting Observation Form. Research for Better Schools, Inc., Philadelphia, Pa., 1979.

for the observation scale on teacher behaviors (Question 6) computed for the posttest was $\alpha = .898$.

Procedures. Teacher outcome data were collected in Fall 1979 and Spring 1980. The Life Skills for Mental Health Opinion Survey and the Life Skills for Mental Health Teacher Survey were administered to teachers while their students completed the student survey forms.

Classroom observations were recorded on the Life Skills for Mental Health Classroom Observation Form. Generally, observations were scheduled a few days after Life Skills survey testing had been completed in the classroom. For both the Fall 1979 and Spring 1980 testing cycles, two observations were completed in each of the Life Skills classes--one during a Life Skills activity period and one during a regular classroom lesson. In the control classrooms, only one observation was necessary for each of the two testing cycles, and it was scheduled for a regular classroom lesson. All observations were arranged at the teacher's convenience, and in most cases they were conducted by the same person who administered testing to the students. Similar observation procedures were followed in the Life Skills classes and in the control classes.

After all teacher outcome data were collected in Georgia, the forms were sorted and shipped to RFS in Philadelphia for coding and processing.

III. PROCESS EVALUATION RESULTS

Results of the process evaluation activities conducted in relation to the Life Skills program are presented in this chapter. The findings are summarized and discussed for the following areas: Coordinating Committee, Activity Guides, Training of Trainers, and Training of Teachers.

Coordinating Committee

The process evaluation of the work of the Coordinating Committee centered upon the interviewing of Joint Committee members during the summer of 1978. The wealth of data collected from these interviews provided a source of valuable information which was later fed back into the planning process for both the Life Skills program itself and the program evaluation. Associated with the interviewing effort was considerable work expended in sorting and sifting through a large number of documents and communications related to the development of the Life Skills program. A summary of the findings from the documentation effort and the interviewing is presented in this chapter. For a more detailed accounting of the events leading to the development and dissemination of the Life Skills program, the reader is referred to the document entitled A Developmental History of the Georgia Life Skills for Mental Health Program (Strandmark & Dusewicz, 1978).

There were twelve major chronological milestones in the development of the Life Skills for Mental Health program that were identified for the purposes of the above report. These could be classified into two

major phases of growth of the overall program: Program Development and Pilot Program Implementation.

Program Development

The history of the Life Skills concept dates back to the creation of an Office of Prevention by the 1976 Session of the General Assembly. Under Section 88-603 of the Mental Health Services Act (Act Number 1136) the law states that "The Department (of Human Resources) shall assign specific responsibility to one or more identified units of the Department for developing a coordinated program of research, education and service dealing with all aspects of prevention of mental disability..."

In February 1976, the Division of Mental Health and Mental Retardation established an Office of Prevention, with responsibility for reducing the occurrence of mental retardation, alcohol and drug problems, and other mental health related problems.

Prior to February 1976, prevention programming in the Division of Mental Health and Mental Retardation had been a fragmented effort. Most prevention activities resided within the Alcohol and Drug Section and the Office of Child and Adolescent Services. The newly created Office of Prevention felt a need existed for a comprehensive prevention program which would address the major mental health problem areas. The Life Skills for Mental Health program became the tangible outcome of this perceived need.

The seven milestones associated with the development phase of the Life Skills program, along with the dates of their occurrence, are presented below.

• May-July 1976	Approval Sought for the Life Skills concept
• July 1976	Establishment of the Joint Committee
• July-August 1976	Early interactions with local community mental health centers
• September 1976	Development of a strategy statement
• October 1976-September 1977	Development of the Life Skills activity guides
• February 1977	Selection of pilot areas for training
• January-May 1977	Development of teacher training package

Life Skills Concept and Joint Coordinating Committee. A strategy outline and timeline for development and implementation of the Life Skills program was promulgated in May 1976. Towards the end of May, the Single State Agency for Georgia approved the program. In June, Office of Prevention staff received approval from the Director of the Division of Mental Health and Mental Retardation to proceed with the program.

During June and July the outline was circulated to the following people within the Division of Mental Health and Mental Retardation for review and comment: the Director of the Alcohol and Drug Section, members of the Prevention Committee of the Division, the Prevention Subcommittee of the Governor's Alcohol and Drug Advisory Council, community mental health center directors, and superintendents of regional hospitals.

Concurrently, the Division Director sought and obtained approval and support for the program from the Commissioner of the Department of Human Resources. The Commissioner agreed to meet with the State Superintendent of Schools in an effort to obtain the cooperation and involvement of the State Department of Education. In preparation for this meeting, a proposal was developed for a joint working relationship which involved the following elements:

- The appointment of several staff from the State Department of Education to serve as liaisons between the Office of Prevention and the State Department of Education; Office of Prevention requested representation from Health and Physical Education, Guidance and Counseling, and Staff Development.

- The development of a mental health education guide which would provide clearly defined group and individual exercises and expected outcomes which teachers could use in their classrooms.

- The development of a training program to prepare teachers to use the guide in their classroom.

- The establishment of cooperative relationships with community mental health centers to provide in-service training and continuing technical assistance to schools that request the program.

- The establishment of a cooperative relationship between local school systems and community mental health centers whereby schools would contract for staff development in mental health education from community mental health centers and teachers would receive in-service credit.

The State Superintendent of Schools agreed to the plan in late July 1976. This was rapidly followed by completion of the proposal's first objective.

The first objective of the proposal was to appoint Department of Education staff to serve as liaisons between the Office of Prevention

and the State Department of Education. The State Superintendent of Schools selected two individuals each from curriculum development, health education, guidance and counseling, and one from staff development to serve in this capacity. These seven individuals along with the director and assistant director of the Office of Prevention and a community mental health center representative formed the Joint Coordinating Committee. The committee was designed so that responsibility for content and mechanics of the program could be shared and monitored by all involved parties. Other functions of the committee included a content review of the activity guides, development of a training package for teachers, and facilitation of program dissemination through contacts made by committee members.

Early Interactions and Strategy Statement. The Office of Prevention began cultivating relationships with local CMHCs and undertook development of a strategy statement for the Life Skills for Mental Health program. In this effort, Office of Prevention staff received support from other central staff, several community mental health center people, and representatives of the State Department of Education. The document offered a rationale for the program, defined terms, and presented a step-by-step plan with a timetable for the development and implementation of the Life Skills program.

Activity Guides Development. Work began on the development of activity guides for teachers utilizing the Life Skills program in October 1976 and continued for almost a year until August 1977. Office of Prevention staff utilized the following guidelines for development of the

guides (as set forth in the Strategy Statement):

- Four guides will be developed for four age ranges: 5-8 years; 9-11 years; 12-14 years; 15-18 years.
- The guides will offer step-by-step instructions for structuring experiences to help students learn interpersonal and intrapersonal life skills and to explore critical issues they are facing.
- Guides will be designed to be useful to teachers but also to youth group leaders and others who regularly interact with young people.
- Activities in the guides will be designed to be integrated into regular class activities so that a separate course requiring a special teacher will not be needed. As such, the guides will be useful as resource materials for all teachers regardless of the subject area taught.

Guides were developed individually. After the preparation of a draft, the guide was sent with a review sheet to appropriate state level individuals and organizations, all community mental health centers, a number of teachers, administrators, and counselors active in various school systems in Georgia, and staff development personnel at the State Department of Education. Responses were tallied by various members of the Joint Committee. The committee then met to discuss revisions.

This information was then used by Office of Prevention staff to prepare a final version of each Life Skills for Mental Health activity guide. Final printing of all four of the guides was completed by December of 1977.

Pilot Sites and Training Package. In early February 1977, a memo was sent to all CMHC directors and prevention coordinators. The memo invited them to participate in the pilot phase of the Life Skills program,

outlined what their commitment would be if they chose to participate, and delineated the immediate steps they should take if interested.

The Joint Committee selected pilot areas from among the centers that agreed to participate. Criteria for selection of pilot areas included: previous prevention related activities, staff available, expressed interest in the program, demonstrated relationships with school systems, and perceived receptivity of school systems to the Life Skills Program. Eight centers were chosen for participation.

Work then began on development of a training package in January 1977 with a meeting of Office of Prevention staff and the Joint Committee members representing community mental health centers. At this meeting, an outline was developed for the training package which included a delineation of skills needed to effectively implement the Life Skills program and issues that merited inclusion in the training. The CMHC representative agreed to coordinate development of the training package.

To assist in development of the teacher training package, Office of Prevention staff developed and received funding for a proposal providing consultation support from the U.S. Office of Education Southeast Regional Training Center. As a result, three consultants were eventually retained to develop various training components and to assist in the early training efforts.

Four strategies emerged as being integral to achievement of Life Skills program objectives in the classroom. The four strategies and their respective purposes are outlined below:

- Listening for Feeling - To facilitate students' awareness, expression, and acceptance of their own feelings; to facilitate teachers' understanding and acceptance of their students' feelings.

- Behavior Feedback - To help students become aware of the effect their behavior has on others; to enable teachers to express that effect in a way that will not damage the students' self-esteem, but will help the student to understand the effect and to make corresponding changes in his or her behavior.

- Values Clarification - To help students become aware of, express, explore, and affirm their personal values; to facilitate an understanding of the values of others.

- Role Playing - (a) To facilitate the demonstration of life situations and interpersonal relationships, and to enable them to become real by providing students the opportunity to experience the thoughts and feelings underlying their behavior. (b) To facilitate learning, by both teachers and students, in identifying problems, exploring alternative solutions, projecting consequences of actions, understanding causes of behavior, and developing the ability to empathize.

A theoretical construct which tied these strategies together and linked them with the utilization of Life Skills material in the classroom was also adopted at this time. This construct was "affective integration." Its practical application points out ways that teachers can merge Life Skills activities with the cognitive materials they present in class.

The four strategies coupled with the affective integration construct became the core of the training to be provided teachers. Between March and May of 1977, each area was expanded, illustrated with examples from the Life Skills activities guides, and formatted to provide a two-day workshop for teachers.

Developers of the training materials also drafted a set of objectives they considered attainable if the workshop was implemented properly. These objectives are presented below.

- To create an awareness of the importance of affective education.
- To increase understanding of the relationship between affective and cognitive learning.
- To increase teachers' confidence in their ability to conduct Life Skills activities.
- To motivate teachers to implement Life Skills activities in their classrooms.
- To facilitate personal knowledge and skill in Life Skills strategies.
- To demonstrate selected Life Skills activities.
- To provide a resource for additional training, consultation, and materials.

A draft of the workshop format was approved by the Joint Committee in May 1977. To determine the efficacy of the workshop format, Office of Prevention staff arranged with DeKalb County schools to conduct a run-through of the materials with 17 teachers and administrators. Sessions were conducted on May 23 and 24, 1977 by the CMHC representative and two of the consultants. Feedback from the participants was solicited and then reflected in changes made to the workshop materials.

Pilot Program Implementation. With the completion of the seven milestones associated with program development, the Life Skills program began to shift its emphasis toward a pilot program implementation, or program "try-out." This pilot implementation served as a field test for the

program and was a precursor to the dissemination and diffusion activities which would come later. The five milestones associated with the pilot program implementation phase of Life Skills, along with the dates of their occurrence, are presented below:

- June 1977 — Training of the pilot community mental health center teams
- August-October 1977 — Development and use of slide presentation
- September 1977 — Training for certification renewal credit
- November 1977-June 1978 — Organization and activities of the state training team
- March 1978 — Solicitation of teams for statewide implementation

Training of Pilot Teams and Awareness Presentation. The working group responsible for the development of the teacher training workshop also designed and conducted the first training session CMHC training teams. The format for that first Training of Trainers workshop called for essentially a "walk through" of what might be considered a well-implemented teacher training workshop. The intent was learning through modeling. Time was allowed in the workshop format for discussion of questions and problems relating to training strategies. A block of time at the end of the workshop was also set aside to provide "tips for trainers." A total of 15½ session hours was planned.

The workshop was held on June 7, 8, and 9, 1977 at the Center for Continuing Education, University of Georgia. Thirty-four CMHC team members were trained. Of these thirty-four, eighteen were mental health

workers, eight were educators, seven considered themselves "other" (this group included four individuals who saw themselves as educators and mental health workers), and one individual declined classification. At the close of the workshop, participants were asked to evaluate the experience along a number of dimensions. On one of these dimensions, participants were asked to rate the extent to which the workshop met its stated objectives. Most participants felt the objectives were successfully attained.

In October 1977, a follow-up workshop was held for the pilot teams. The workshop had two objectives: to help solve problems encountered in implementation of teacher training workshops, and to spend additional training time in the four strategy areas (listening for feeling, behavior feedback, values clarification and role playing). Eighteen team members (twelve mental health workers, two educators, and four "others") attended the two day workshop. The working group that ran the June workshop also ran this follow-up. To prepare for specific problems, a brief questionnaire was distributed to all team members six weeks prior to the scheduled workshop.

Response to this workshop was generally favorable. Almost all team members were pleased they participated. Over 90 percent felt their expectations were at least "somewhat realized."

Between August and October of 1977, a slide/sound presentation was developed to introduce the Life Skills for Mental Health program. It was designed to generate awareness of the goals and objectives of the program, the types of activities involved, and the kind of outcomes to be anticipated. The awareness presentation runs 16 minutes in length.

All CMHC teams trained received copies of the slide show. It was used on the local level to introduce interested groups to the Life Skills concept and to orient participants in teacher training sessions. On the state level, the slide show was presented to the Alcohol and Drug Section, representatives of the Citizens Advisory Council on Drug Abuse, the Georgia School of Alcohol and Drug Studies, the Steering Committee of the Governor's Advisory Council on Mental Health and Mental Retardation, the Prevention Task Force of the Division of Mental Health and Mental Retardation, a representative of the Prevention Branch of the National Institute on Drug Abuse, and to other interested agencies and individuals within Georgia and other neighboring states.

Training for Certification Renewal Credit. In September 1977, the State Department of Education approved the Department of Human Resources' Staff Development Plan for Certification Renewal Credit. The plan represented one of the most significant accomplishments of the Joint Committee. It meant that teachers could earn credit toward certification renewal by participating in a somewhat modified Life Skills training program designed to consist of twenty contact hours. The twenty hour program is broken down as follows:

- 14 hours — Inservice Workshop (the same workshop presented to all teachers, with more time to practice the strategies)
- 1 hour — Practice Plan (to be completed by the teacher after the workshop and approved by the training team)
- 4 hours — Follow-up (provided to teachers after they have had a chance to try the strategies with Life Skills activities in their classrooms)

- 1 hour — Implementation Plan (completed by the teacher after follow-up and approved by the training team)

After the twenty hours are completed, teachers are observed in their classrooms to verify that they have met the stated competencies and that they are using the Life Skills resources appropriately. This teacher assessment is usually completed by members of the training team, who frequently receive assistance from the school system. Training teams have the option to offer Life Skills for staff development credit.

State Training Team and Statewide Implementation. During November and December of 1977, Office of Prevention staff recruited six individuals from the eight pilot teams to serve as a state-level training team. The team's function was envisaged as three fold:

- To provide technical assistance in training and advanced training as needed to current local teams in the pilot areas.
- To provide basic training to new members of current teams as vacancies occur and are filled.
- To provide training in special situations to schools or other groups in areas where training is not available from the community mental health center.

By recruiting six team members, Office of Prevention staff sought to minimize the time any one individual would spend in state training activities, as each team member also had full-time job responsibilities.

A special training session was held for team members on February 21 and 22, 1978. This session allowed team members to arrange working relationships with each other and also provided intensive training from the consultants who conducted the original pilot training of trainers workshop.

Statewide implementation of the Life Skills program was initiated with a memo[illegible]n dated March 14, 1978 from the Director of the Division of Mental Health and Mental Retardation to CMHC program directors and prevention coordinators across the state. The memo invited centers to participate and informed them of their responsibilities if they chose to do so. A total of 11 centers responded affirmatively.

This solicitation represented the end of the development and pilot implementation stages of the Life Skills program and marked the beginning of a new dissemination/diffusion phase.

With this change in program mission came new challenges to be faced. As the program gained wider visibility and utilization, a greater scrutiny of the merits of the program itself had to be made within the context of an overall formative and summative evaluation plan.

Summary of Interviews with Joint Committee Members

This section presents a discussion of issues arising out of the development and trial implementation of the Life Skills program as well as the perceived challenges faced by the program as it began its statewide dissemination/diffusion effort. These issues were identified and addressed in interviews with Joint Committee members conducted in Summer 1978.

In general, committee members felt that the future held considerable promise for the Life Skills program. Cited as an example was the fact that over half of all CMHCs in Georgia had already received Life Skills training. However the committee members also saw some unresolved issues

which posed potential problems for the Life Skills program. These issues are discussed below and are then followed by some additional supportive observations.

One issue identified as particularly problematic for the program, according to committee members, was the question of whether local school systems should be charged for Life Skills training workshops. Committee members were somewhat polarized on this issue. Members from DHR expressed a concern that team members' energies would be redirected toward cost-reimbursable activities unless there was some charge for their training services. In some catchment areas, this had become a critical issue due to greatly increased demand for Life Skills training. Unless team members in these CMHCs were able to charge for their services, there existed the real possibility that the Life Skills program in these centers would be curtailed.

On the other hand, committee members from the Department of Education expressed the opinion that local school systems should receive the training without cost because the State Department of Education participated in the initial development of the program.

Another issue, of particular concern to those committee members from DHR, was the problem of staff turnover on the training teams. A number of team leaders and team members trained in the pilot group and the '78 cohort had either left their original positions or had been reassigned to other responsibilities within their respective CMHCs. Since the

Prevention Unit could schedule only one major training session for team members per year, this seriously limited training activities on the state level that might otherwise serve to ameliorate this problem. Committee members and Prevention Unit staff acknowledged that some policy to keep track of turnover and to control the training of potential team members needed to be formulated.

All committee members felt that, overall, the future did indeed appear bright for the Life Skills program. Over one half of all CMHCs had thus far received training. School systems were generally receptive to the program, and in some areas demand had exceeded expectations. Moreover, informal feedback suggested that teachers were satisfied with the training experiences they received.

All committee members expressed optimism concerning the joint working relationship between DHR and the Department of Education and the extension of this cooperative relationship to the local level. They believed that: school counselors would become more comfortable referring students to CMHCs; schools would call on CMHCs for assistance in areas related to the Life Skills program; and CMHC staff would develop a more complete understanding of the school environment. Finally, a number of committee members were optimistic that the cooperative initiative embodied in the Life Skills program would carry over to other efforts. One member cited as an example a joint educational effort then being contemplated by the Division of Physical Health within DHR and the State Department of Education.

Activity Guides

For the purpose of reviewing the Georgia Life Skills for Mental Health Activity Guides, a Consumer Evaluation Panel was convened in Macon, Georgia on October 28, 1978. This meeting was sponsored by Research for Better Schools, Inc., as part of its continuing, comprehensive, and statewide evaluation of the Life Skills program supported by a grant from the National Institute on Drug Abuse.

This section presents a summary of the procedures followed and results obtained from the Consumer Evaluation Panel. A more complete description can be found in the separate document entitled, The Life Skills for Mental Health Consumer Evaluation Panel Report (Swisher, Martinson & Dusewicz, 1978).

Evaluation Panel Procedures

Elaborate planning and participant selection procedures were undertaken in convening the Consumer Evaluation Panel. The purpose of the panel was to bring together consumers of the Life Skills program for the purpose of evaluating various aspects of the program with respect to effectiveness, efficiency, and utility. It was hoped that, through such a meeting, a better understanding of the problems, difficulties, and areas of application of the Life Skills program could be secured. In keeping with these aims, every effort was made to gain a wide geographical representation while at the same time providing for representation of teachers at each of the four Life Skills activity guide age groups.

The Consumer Evaluation Panel consisted of 13 teachers from seven school systems across Georgia who participated in the Life Skills Teacher Training workshop in 1977 and had implemented the Life Skills program in their classes. Represented on the Panel were three men and ten women. Subject/specialty areas included early childhood, special learning disabilities, gifted children, math, English, art, choral music, science, and social studies. Frequency distributions for age, education, and years of teaching experience are presented in Table III-1.

Table III-1

Profile of Consumer Evaluation Panel Members

Variable	Categories	Frequency	Percent of Total
Age	Under 25	2	15
	25-34	8	62
	35-45	3	23
	Over 45	0	0
Education	B.A.	6	46
	B.S.	3	23
	M.A.	2	15
	M.Ed.	2	15
Years of Teaching Experience	Less than 3 years	7	54
	4 to 10 years	3	23
	More than 10 years	3	23

These members had originally decided to participate in the Life Skills training for a variety of reasons including: it seemed interesting, for self-growth, for help with teaching, for staff development and college credit, it was free, release time was provided, and/or their principal asked them to attend.

The Panel members represented each age group of the guides. Four teachers evaluated the 5-8 years guide; three evaluated the 9-11 years guide; three, the 12-14 years guide; and three, the 15-18 years guide. The Panel met from 10:00am to 4:00pm and completed an extensive packet of evaluation instruments that covered all sections of the activity guides.

The panel met with the evaluation staff for one full day and completed an extensive packet of evaluation instruments (see Appendix A). These instruments were designed to assess the educational value, communicability, motivational value, utility, and format of the guides and were organized into five sections: overall program use; rationale, format, and clarity of text; activities; helpful notes; and anecdotes. After each section, the responses of individual teachers were discussed by the entire panel. The discussions were designed to be an integral part of the panel sessions.

Evaluation Panel Results

The "overall program use" section of the evaluation packet examined how the activities were conducted. Most of the Panel members used the activities more deliberately at first. Some used them as part of a research project or as an experimental mini-course. Later, the activities were used more routinely and more often at teachable moments. All members kept the guides in handy locations for ready reference. The Panel members reached consensus on the following major issues concerning implementation of the guides:

- The guides should be distributed at the beginning of the training workshops, rather than after their completion.

- Trainers should provide more resource materials.

- The guides should contain more activities.

- More help should be provided to teachers in anticipating problems they would encounter in implementing the guides and suggestions for dealing with them. This included such concerns as: opening and closing of Life Skills ctivities; probing questions at the end of activity sessions; young children copying each other's responses; exercises turning into put-downs; and reluctance of students to share feelings.

The "rationale, format, and clarity of the text" were also assessed by the Panel. The principal results were as follows:

- Teacher responses to the six rationale questions indicated a high agreement with the basic assumptions of the Life Skills program.

- Teachers felt that the activities were well written and that they were relevant and feasible for classroom use.

- The 5-8 and 9-11 level teachers indicated that they found the format slightly less appealing than the 12-14 and 15-18 level teachers, because they felt a need for a key topic index in the guides.

The "activities" section of the evaluation packet evidenced the following results from the teacher questionnaires.

- Teachers found most of the activities professionally rewarding and believed that their students genuinely liked the activities.

- The 5-8 level teachers varied the activities more than the other teachers.

- The 5-8 and 9-11 level teachers used the activities more frequently as a mini-course, while the 12-14 and 15-18 level teachers used the activities more frequently at a natural moment or as an interesting part of the subject matter or curriculum.

- The "self" section of the activities is used more frequently than the "feelings" and "others" sections.

- The 12-14 level teachers tried the widest variety of different activities.
- The 15-18 level teachers tried the fewest variety of different activities but used them frequently.
- The 5-8 level teachers found some of the activities (e.g., writing an essay) too difficult for kindergarten and first graders.

The "helpful notes" section of the questionnaire asked the teachers to indicate how much they used the suggestions printed at the beginning of the guides. The responses indicated that the teachers don't always post rules, discuss the activity before starting, or conclude with a summary activity. The responses did indicate, however, that all teachers used the activities frequently.

In the "anecdotes" section of the evaluation packet, the teachers reported several effects they believed the Life Skills activities had on the students. All of the effects reported were positive. Some of the effects mentioned were: improved self-concept, better relations with teachers and other students, and the acquisition of more respect for other people. More observable effects were fewer discipline problems, more cooperative and attentive behavior, and enhanced vocabulary skills. One very important classroom effect reported was that the students became more open and trusting. They became more willing and better able to articulate their feelings. The teachers, in turn, developed a more personal relationship with them.

Conclusions and Implications

The basic concerns of the Consumer Evaluation Panel were to assess the educational value, communicability, motivational value, utility, and format of the guides. Upon analysis of the Panel's results, it becomes clear that these concerns were met.

The responses of the Panel members indicated that the guides were very valuable as a teaching instrument. The teachers had all read the guides and used many of the activities. They all kept their guides in accessible locations. The positive effects reported in the questionnaires and during the discussions indicated that the Panel members all believed the guides have great educational value.

The results from the Panel showed that the guides have communicated the purpose and design of the activities to the teachers. Many of the problems reported were related to the training and not to the guides. These problems pointed to the need for changes in training to be considered by the Life Skills staff. Other problems in implementation seemed to have occurred principally because the suggestions stated in the "helpful notes" section of the guides were not always followed.

The results from the Panel also indicated that the teachers recognized a need for Life Skills activities in the classroom and were very motivated by the guides to try them. Many of the problems they had in implementing the activities were unrelated to either the Life Skills training or to the guides. The teachers felt there was often not enough time for the activities or that their subject matter (e.g., math) precluded using Life

Skills. Frequent use of the activities, however, might result in better integration with any subject.

The utility and format of the guides were considered excellent, but it was felt that a key topic index was needed. This would help teachers to locate more readily activities that deal with similar issues.

In reviewing the results of all areas examined by the Panel, the following recommendations were found to be the most important as outcomes of the panel session:

- The guides should be incorporated into the training workshop.
- The guides should have a key topic index.
- The number of activities in the 5-8 level guide should be expanded to incorporate more activities appropriate for kindergarten and first-graders.

A summary of some of the more significant findings was prepared as a handout for the November 1978 Training of Trainers Follow-Up Workshop. This handout was comprised of findings believed to be particularly relevant to use of the guides during training (see Appendix A). The purpose of this summary was to provide insight into the needs and problems faced by teachers in implementing Life Skills programs, thus assisting trainers to better prepare themselves and their workshops to be optimally responsive to the training needs of the teachers participating in those workshops.

Overall, the Consumer Evaluation Panel session proved to be a very worthwhile evaluation effort. The results were presented to the Life Skills staff, and suggested changes in the guides and in the training

were communicated. The Panel embers' overall reactions to the Life Skills program were very positive and their remarks were thoughtful, concrete, and useful. If these teachers are typical of teachers trained in Life Skills, the training and the uides have been very successful at presenting the program.

Training of Trainers

The raining of rainers constituted a critical component of the Life Skills implementation process. It was important that both the selection and training of the local training teams be accomplished in an effective manner if the program itself was to be successfully implemented in the schools. This section examines three aspects of the evaluation of the training of trainers process: the Training of Trainers Workshop evaluation, the training team coordinator interviews, and the CMHC trainer questionnaire.

Training of Trainer Workshops

Between June of 1977 and May of 1979, a total of eight Life Skills Training of Trainers workshops were held. Table III-2 shows the dates and numbers of participants for each of these workshops.

Table III-2

Participation in Training of Trainers Workshops

Date	Number of Participants
June 1977	32
October 1977 (Follow-up workshop)	18
July 1978	50
November 1978 (Follow-up workshop)	38
January 1979	16
March 1979 (Affective Integration workshop - follow-up)	25
April 1979	35
May 1979	19

A total of 152 persons from 25 (of 32) CMHCs received training at these workshops. Background information from the evaluation forms was used to construct the profile shown in Table III-3. Some participants did not fill out evaluation forms. The information from the October 1977, November 1978, and March 1979 follow-up workshops is omitted because it is redundant.

Table III-3

Profile of Training of Trainers Workshop Participants

Variable	Category	Frequency	Proportion
Age	Under 25 years	7	.05
	25-34	74	.55
	35-45	35	.26
	Over 45	19	.14
Education*	BA/BS	30	.33
	Master's	51	.56
	Ph.D/Ed.D	2	.02
	Other	8	.09
Field:	Mental Health	83	.63
	Education	36	.27
	Other (includes those who marked both MH and Education)	13	.10
Years Experience in Field:			
Range:	1 to 21 years		
Mean:	7.11 years		

*This information was not reported for the June 1977 workshop.

After the CMHC training teams were established and had completed the Training of Trainers Workshops, two problems arose that had some impact on program operations. They were as follows:

- Slow and delayed scheduling of teacher training workshops by CMHC training teams.
- A general lack of formal and established communication vehicles for monitoring activities of the training teams and of school districts implementing the program.

From continued telephone contacts with training team leaders, it was apparent that the scheduling of teacher training workshops was proceeding at a very slow pace in the initial year of training. This was believed to be partly the result of two factors. First, because they had the initial and not the follow-up Training of Trainers Workshop at the beginning of the academic or school year, many training teams felt less confident in their ability to conduct complete teacher training workshops and even lacked confidence in their ability to solicit interest from among school districts. Second, on the other hand, many school districts had already made plans for other inservice workshops and sessions for their teachers and found it difficult at the beginning of the school year to rearrange this schedule to accommodate what otherwise would have seemed an attractive and important program. To remedy this situation, the evaluation team suggested changing the dates of the initial Training of Trainers Workshop to a spring scheduling in order to allow sufficient time for preparation of training teams and involvement of school districts prior to start of the next school year.

The general lack of an established communication vehicle for monitoring the activities of the training teams and the school districts which had adopted the program compounded the scheduling problem. Since training teams were virtually on their own after completing the Training of Trainers Workshop, there was no assurance that their activities would be recorded or documented and made known in some way to the evaluation staff or program staff. Moreover, even if it could be assured that this

information would become known to the evaluation staff, there was no assurance that the transfer of information would occur in a timely manner.

In order to resolve some of these problems, several steps were taken. Efforts were begun by the evaluation team to develop a management information system for tracking both teachers trained and school districts adopting the program. A common participant registration form was developed for use with both Training of Trainers and Training of Teachers Workshops, and the central forwarding and filing of these registration forms was encouraged (see Appendix A). This mechanism helped to alleviate somewhat the unanticipated problem of not having a current file of information on the activities of trainers and the absence of an effective monitoring capability.

Individual evaluations of each workshop from July 1978 to May 1979 were conducted by RBS evaluators and results fed back to DHR program staff. For each workshop, a workshop evaluation questionnaire was administered together with an attitude survey and observation schedule. These evaluations are presented in some detail in the first and second year annual evaluation reports on this study, published by Research for Better Schools in 1979 and 1980 respectively. Samples of these evaluations are presented in the following pages.

July 1978 Workshop. For the July 1978 Training of Trainers Workshop, there were 39 respondents to the instruments and questionnaires that were concerned with assessing four aspects of the workshop: attainment of workshop objectives, teaching techniques, content of the workshop,

and the total experience of the workshop. The results of this workshop evaluation appear in Table III-4.

In examining these results several particulars should be noted. With respect to attainment of workshop objectives, participants seemed to believe that all objectives had been achieved successfully. This was indicated by mean ratings for each of the seven workshop objectives exceeding the 3.4 level. If the class interval for uncertain responses is interpreted as being those lying between the values of 2.5 and 3.4, then all mean ratings appear to fall in the range: somewhat to very successful. The least successful of the objectives, attaining a 3.5 mean rating, was that of developing and/or increasing trainers' confidence in their ability to conduct Life Skills teacher training workshops. This finding as well as other participant feedback was taken into consideration in recommendations by the evaluators for the planning of the Training of Trainers Follow-Up Workshop.

With respect to participant ratings of teaching techniques employed during the workshop, the most successful techniques seemed to be those involving role playing and the audio-visual presentation. The least successful techniques, falling into the uncertain range, involved the developing of lesson plans and an improvised "rap session."

Table III-4

Results of July 1978 Evaluation of
the Training of Trainers Workshop

Topic	Mean Ratings
Attainment of Workshop Objectives	(5 = Very successful... 1 = Very unsuccessful)
1. To increase understanding of the importance of affective education.	4.2
2. To increase understanding of the relationship between affective and cognitive learning.	4.2
3. To reinforce the rationale for promoting positive affective and cognitive growth as a preventive strategy in mental health.	4.1
4. To introduce and demonstrate selected classroom activities in the Life Skills program.	4.3
5. To facilitate trainers' personal knowledge and skill in Life Skills strategies.	3.9
6. To develop and/or increase trainers' confidence in their ability to conduct Life Skills teacher inservice workshops.	3.5
7. To provide resources for additional training, consultation, and materials.	4.2

Table III-4 (cont.)

Topic	Mean Ratings
Content	(5 = Very informative... 1 = Very uninformative)
1. Rationale and objectives of Life Skills program.	4.2
2. Listening for feeling.	3.8
3. Behavior feedback.	3.7
4. Values clarification.	4.1
5. Role playing.	4.5
6. Demonstration of Life Skills activities.	4.3
7. Explanation of affective integration.	4.2
8. Developing affectively integrated lesson plans.	3.6
9. Evaluation of Life Skills	3.6
10. Guidelines and format for teacher inservice	3.6
11. Tips for trainers.	3.6
Total Experience	(5 = Very positive... 1 = Very negative)
1. How do you feel about the workshop?	3.7
2. To what extent was the workshop successful in meeting your expectations?	3.4
3. How satisfied were you with the opportunity for participation?	4.6

Table III-4 (cont.)

Topic	Mean Rating
Teaching Techniques	(5 = Very effective... 1 = Very ineffective)
1. Lecture	3.8
2. Group Discussion	4
3. Skill Practice Exercises:	
a. Listening for Feeling	3.8
b. Behavior Feedback	3.6
c. Values Clarification	4
d. Role Playing	4.5
e. Developing Lesson Plans	3.4
4. Slide/Show Presentation	4.5
5. Handouts	4.1
6. Rap Session	3.3
7. Panel	4.1

With respect to the content of the workshop, all areas were deemed by the participants to be informative, at least to some degree. The most informative content areas were judged to be those dealing with role playing and with demonstration of the Life Skills activities. A substantial proportion of participants were already familiar with the four Life Skills strategies of listening for feeling, behavior feedback, values clarification, and role playing.

In evaluating the total workshop experience, participants tended to feel somewhat positive about the workshop as a whole but were somewhat uncertain as to the extent to which the workshop was successful in meeting their expectations. Nevertheless, they tended to be satisfied with the opportunity to participate in the workshop.

The Training of Trainers Workshop Attitude Survey (Mental Health Opinion Survey) results appear in Table III-5. This survey is a pre-post measure that was given to all participants at the workshop. An examination of the results showed several things that should be noted. When adjusting for polarity of items, 23 of a total of 29 items were found to exhibit mean pre to posttest change or shift in attitude toward a more favorable position with respect to the Life Skills program. These positive changes ranged from .03 to .43.

November 1978 Follow-Up Workshop. For the November 1978 Follow-Up Workshop, there were a total of 38 participants who attended. The workshop agenda included: an opening session, a problem solving session,

Table III-5

Responses to Mental Health Opinion Survey
from July 1978 Training of Trainers Workshop

Question	Pretest Mean	Posttest Mean	Change Score Adjusted for Polarity*
1. Counselors are more responsible than teachers for the mental health of students.	1.57	1.71	-.14
2. Good mental health is desirable but not absolutely essential for maximum classroom learning.	1.57	1.29	+.28
3. The teaching of values has no place in the classroom.	1.29	1.07	+.22
4. When children are taught to express feelings, they can lose control.	2.00	1.86	+.14
5. Basic Skills need more emphasis than Life Skills in the schools today.	2.00	1.71	+.29
6. The time spent in school each day is not enough to change anyone's behavior.	1.14	1.36	-.22
7. Affective education is not related to Basic Skills.	1.43	1.14	+.29
8. Life Skills is best taught as a separate course and not integrated with other content areas.	1.43	1.14	+.29
9. Students should be taught to share and publicly affirm their values.	3.23	3.54	+.31

* Positive changes indicate shifts favorable to the Life Skills Program, while negative changes indicate unfavorable program related shifts.

Table III-5 (cont.)

Question	Pretest Mean	Posttest Mean	Change Score Adjusted for Polarity
10. Students should be taught to act upon their values.	3.64	3.86	+.22
11. The cognitive and affective are completely different realms and evolve independently and uniquely within each individual.	1.50	1.43	+.07
12. Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited.	3.21	3.54	+.33
13. Children are generally unaware of the effects their unacceptable or disruptive behavior has on others around them.	2.21	2.71	+.58
14. Disruptive behavior when dealt with in a punitive way, often increases.	3.57	3.71	+.14
15. Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others.	3.00	3.50	+.50
16. It is nearly impossible to encourage behavioral change without risk of damage to the student's self-concept, or to the teacher's relationship with the student.	1.43	1.29	+.14
17. Students should be taught to choose their values from among varied alternatives.	3.71	3.93	+.22
18. The teaching of personal values should be relegated to the home and not the schools.	1.50	1.29	+.21

Table III-5 (cont.)

Question	Pretest Mean	Posttest Mean	Change Score Adjusted for Polarity
19. It is wrong to teach children to accept personal characteristics which cannot be changed.	1.71	1.21	+.50
20. A function of the schools should be that of preparing students to deal with conflicting and changing values and to be able to make their own value decisions.	3.57	3.71	+.14
21. The way knowledge affects one's behavior occurs only in the degree to which the individual has discovered its personal meaning for himself or herself.	3.64	3.93	+.29
22. It is important to openly express feelings to others rather than camouflage them.	3.29	3.46	+.17
23. Whenever we solve, or attempt to solve, a problem for a student we take a learning opportunity away from the student.	3.50	3.71	+.21

practice sessions, a mini-workshop presentation session, a panel session, an evaluation session, and a general session.

The opening session stressed that the follow-up workshop was constructed in response to feedback from the initial workshop participants. It was indicated that the workshop leaders would merely serve as facilitators. That is, they would set up the structure but the content would depend upon the participants.

For the problem solving session the participants were divided into two groups and charged with discussing general problems encountered in setting up and giving Life Skills Teacher Training Workshops and with exploring possible solutions. Most of the teams had as yet given no teacher training workshops, and consequently few problems based on actual experiences were discussed. The sharing of these few experiences, however, appeared to generate great interest among inexperienced training teams and to instill a greater degree of confidence within them.

During the practice session, the groups were further divided into five teams of three to four people. Each team was assigned a workshop session to plan cooperatively and later present in the presentation session. The five presentations were Active Listening, Behavior Feedback, Values Clarification, Role Playing, and Affective Integration. The practice teams were given scheduled time to prepare their presentations. The participants appeared to use this time to full advantage. Many even met additionally after the close of formal workshop sessions in the evening.

The panel session discussion included the following issues: working with the Cooperative Educational Service Agencies (CESAs), staff development procedures, guidelines for team policies, and charging for services. The guidelines were written by the Life Skills program director to help teams choose coordinators, team members, and conduct training workshops. The guidelines were distributed to all workshop participants.

The mini-workshop presentations were given during most of the second day. Participants who were not presenting and the workshop leaders provided constructive feedback to the practice teams.

The evaluation session and the general session were combined. The general session provided a wrap-up of all workshop activities. The evaluation session was used to fill out questionnaires assessing the quality and effectiveness of the follow-up workshop to discuss the results of the initial workshop evaluation and to discuss the results of the Consumer Evaluation Panel session.

Twenty-three of the 38 workshop participants completed the evaluation forms. Table III-6 contains the tabulated results of the evaluation questionnaires. The questionnaire contained three sections: attainment of workshop objectives, techniques, and evaluating the total experience.

There were seven workshop objectives. Participants were asked to indicate how well each objective was attained. The scale ranged from 5 (very successful) to 1 (very unsuccessful). All the mean ratings were around 4.0, which indicates that the objectives were attained.

Table III-6

Results of the Evaluation of the
November 1978 Follow-Up Workshop

Topic Attainment of Workshop Objectives	Mean Ratings (5 = Very successful... 1 = Very unsuccessful)
1. To increase trainer confidence in ability to conduct Life Skills teacher training workshops.	4.30
2. To increase trainer personal knowledge and skill in Life Skills strategies through leading simulated practice sessions.	4.22
3. To increase trainer ability to anticipate and handle common problems in conducting the teacher training workshop.	4.00
4. To enhance trainer ability to work in a team relationship.	4.17
5. To increase trainer's knowledge of the procedure for offering teacher training workshop for certification renewal credit.	3.78
6. To acquaint trainer with the Cooperative Educational Service Agencies.	3.87
7. To acquaint trainer with the policy for bringing new members into the training team.	4.22

Table III-6 (cont.)

Topic	Mean Ratings
Teaching Techniques	(5 = Very effective... 1 = Very ineffective)
1. Problem Solving Session	4.00
2. Panel Discussion	3.65
3. Practice Sessions (Preparation & Organization)	4.48
4. Mini-Training Presentations:	
a. Listening for Feeling	4.70
b. Behavior Feedback	4.41
c. Values Clarification	4.36
d. Role Playing	4.50
e. Affective Integration	4.18
5. Handouts	4.05
Total Experience	(5 = Very pleased... 1 = Very displeased)
1. How do you feel about the workshop?	4.57
2. To what extent was the workshop successful in meeting your expectations?	4.39
3. How satisfied were you with the opportunity for participation?	4.70

A consideration of the ratings of the techniques employed to obtain the objectives indicates that the respondents felt the techniques were all effective. The only technique with a mean rating below 4.0 was the panel discussion, and even this was within the "somewhat successful" interval (3.5-4.4).

The final section of the evaluation session was a set of questions to be answered by participants for the purpose of evaluating the total workshop. The mean ratings for the questions in this section indicated the following:

- Participants were very pleased with the workshop.
- The workshop was successful in meeting participant expectations.
- Those attending were satisfied with the opportunity for participation.

In summary, analysis of the evaluation results indicated that the workshop objectives were successfully attained, the techniques used in achieving these objectives were very helpful, and the follow-up workshop was successful in responding to feedback from the initial workshop.

March 1979 Workshop. A statewide meeting of Life Skills trainers was held on March 12-13, 1979 at the Georgia Center for Continuing Education. A total of 45 individuals attended the meeting including 36 workshop participants, 7 workshop leaders, and two RBS evaluators. The workshop was coordinated by John Swisher, an RBS staff associate, and Xenia Wiggins of the Georgia Department of Human Resources. The meeting's main topic was affective integration. The format of the workshop included

general sessions and small group sessions. For the small group sessions, the participants broke down into three groups of approximately 15 members each.

The agenda for the two days involved six major activities: (1) an introduction to the workshop; (2) small group problem solving sessions in which participants who have held workshops in the past presented problems which have occurred and discussed ways of solving them; (3) affective integration--a group session which stressed ways in which trainers could communicate to teachers the importance of integrating Life Skills into their classrooms; (4) creative ways to affective integration--small group sessions in which lesson plans and techniques were discussed; (5) group presentations on affective integration; and (6) a wrap-up/evaluation in which future activities occurring in the Life Skills program were discussed and in which participants evaluated the present workshop.

The results of the wrap-up/evaluation in which a total of 19 participants took part showed the following:

- The workshop was successful in meeting its six objectives. On a scale from 1.00 (very unsuccessful) to 5.00 (very successful), participants rated all six workshop objectives equal to or greater than 4.00.

- The effectiveness and usefulness of the six workshop techniques were rated by participants. The scale was from 1.00 (very ineffective) to 5.00 (very effective) with 3.00 representing an uncertain response. The six means ranged from 3.22 for the techniques demonstrated during the "Introduction to the Workshop" to a 4.17 for the techniques employed during the "Small Group Session on Affective Integration."

- Workshop participants were satisfied with the opportunity for participation ($\bar{X} = 4.39$).

- The workshop was rather successful in meeting participants' expectations ($\bar{X}$ = 3.53).

- The mean response for how participants generally felt about the workshop was 3.61, which was in the "pleased" range (3.50-4.40).

January 1979 Workshop. In addition to the State-Wide Meeting of Life Skills Trainers held in March 1979, two other Training of Trainers Workshops were held: one in Griffin and one in Athens, Georgia. These were regional workshops. The three day Griffin workshop, held in January 1979, was attended and observed by an RBS field evaluation specialist. At this workshop, two instruments were administered (the Life Skills for Mental Health Opinion Survey and the Life Skills for Mental Health Training Workshop Registration Form), data were collected, and an internal summary report written. Results of the workshop evaluation, completed by 16 participants, are summarized below.

- The workshop was found to be rather successful at attaining its objectives. On a scale of 1.00 to 5.00, from lowest to highest, the means for the seven objectives ranged from 4.06 to 4.50.

- The teaching techniques employed in demonstrating the Life Skills program were found to be effective. The means for the five techniques ranged from a low of 3.75 for lectures to about 4.50 for skill practice exercises.

- The content of the discussed topics was found to be rather informative. The means for the nine topics ranged from a low of 3.86 for planning and facilitating Life Skills in the schools to a high of 4.80 for explaining affective integration.

- In evaluating the total workshop experience, participants were found to be very pleased with the workshop ($\bar{X}$ = 4.56), thought that the workshop was rather successful in meeting participant expectations ($\bar{X}$ = 4.44), and were very satisfied with the opportunity for participation (X = 4.75).

Training Team Coordinator Interviews

Telephone interviews with CMHC Life Skills coordinators in twenty-five centers were conducted. These interviews were designed to determine the status of the Life Skills program training in 1979. The following questions were asked:

- When was your staff trained in the Life Skills program?
- How many Life Skills workshops have your staff conducted?
- How many teachers and other adults have your staff trained?
- Does your staff have any future workshops planned?

Results showed that 28 percent of the staffs had been trained in 1977, 36 percent has been trained in 1978, and 32 percent were trained in 1979. Of the 25 CMHCs surveyed, 24 percent had held one to five workshops and 16 percent had conducted six to ten workshops. In these workshops, the total number of teachers and other adults trained ranged from 12 to 235. However, 64 percent of the CMHCs had trained no teachers or other adults.

Regarding plans for future workshops during the current school year, 72 percent of the CMHCs had no future workshops planned while the remaining 28 percent had one or two workshops scheduled for the upcoming months.

CMHC Trainer Questionnaire

In 1979, the Community Mental Health Questionnaire was mailed to all CMHC personnel who had trained people in the Life Skills program or who planned to hold training sessions in the near future. The purpose of the

survey was to determine the CMHC's level of involvement in the Life Skills program and to assess whether the Life Skills program had enhanced interactions between the CMHC and other related community agencies.

Responses were received from 22 CMHC trainers. Background information on the respondents indicated that the majority held coordinator positions for child and youth service programs. One-third of the respondents were trained for the Life Skills program in 1977, another third in 1978, and the final third in 1979. At their centers, the number of other CMHC personnel trained in the Life Skills program ranged from one to five with an average of four new trainees. Most of these personnel were from youth or drug and alcohol programs, the areas most closely linked with the Life Skills program.

Life Skills training teams ranged in size from one to fifteen, but averaged about four. The level of activity for these teams was relatively low. Thirty-two percent had conducted no workshops; 32 percent had presented one or two workshops per year; 23 percent gave three to five workshops per year, and only 14 percent had presented more than five workshops per year. Thirty-eight percent of the respondents felt the Life Skills program had increased referrals in their programs, but the remaining 62 percent saw no effect.

Table III-7 shows responses to a number of questions on how the Life Skills program has affected communication with other agencies. The findings show that communication with the schools and the Georgia Department of Human Resources has increased substantially as a result of the Life

Skills program. Contact with other CMHCs and with district school boards also had increased since the Life Skills program began.

Table III-7

Effect of the Life Skills Program on Interagency Communications

Question	Percent	
Has the Life Skills program affected your CMHC communication or contacts with:	Yes	No
the schools?	84	16
the Georgia Department of Human Resources?	68	32
other CMHCs?	45	55
the district school board?	45	55
other state level personnel?	19	81

Training of Teachers

The Training of Teachers is a second critical component to the implementation process in the Life Skills program. The success of the Training of Teachers Workshops in large measure determines the extent and quality of implementation of the program within the school classrooms.

Numerous Training of Teachers Workshops were conducted over the initial year of operation of the Life Skills program and during the evaluation study. These were convened throughout Georgia at varied times during the year. Field evaluation specialists were not able to be present at all of the teacher workshops, but did attend several of them. A workshop evaluation questionnaire paralleling that of the Training of Trainers Evaluation Questionnaire was developed for use with the Training of Teachers evaluation. The Mental Health Opinion Survey was also used. Results of

evaluations of individual workshops indicated a range of effectiveness, with most tending to fall between the successful/very successful rating categories insofar as meeting workshop objectives is concerned. The general observation seemed to be that teachers rated the Training of Teachers Workshops higher than the trainers rated the Training of Trainers Workshops, due chiefly to the fact that the material covered in the workshops tended to be much more unfamiliar to the teachers than to the trainers.

In this section, a compilation of information relating to participants of the Training of Teachers Workshops is presented, together with the results of a follow-up survey of trained teachers and an activities log assessing use of activities and strategies learned through the workshops.

Training of Teachers Workshops

Between 1977 and 1979, approximately 1,000 teachers and 200 other adults were trained in Life Skills at ten different community mental health centers in Georgia. The available information about the teachers trained varies. Although some CMHC teams did not record the teachers' names, most had lists of both names and schools, some had registration forms, and some had both registration and evaluation forms in addition to mental health questionnaires.

The Life Skills team coordinators were asked to send all available registration forms, evaluation forms, and mental health questionnaires to the Life Skills Evaluation Project, Atlanta office. The profile was based

on information from 55 registration forms and 76 evaluation forms. Included in the registration forms were address, age, and educational level of participants, grade level taught, years of professional experience, and previous training (and date trained) in activities similar to Life Skills (e.g., values clarification, PET, etc.). Only the grade level taught and the years of teaching experience were requested on the evaluation form. In an effort to increase the return rate of forms to the Atlanta office, Team Coordinators were mailed additional forms with a request for extra follow-up efforts. The completed profile is presented in Table III-8 on the following pages.

Follow-Up Survey of Teachers

A questionnaire was developed and completed to survey teachers after their attendance at Life Skills Training of Teachers Workshops. This questionnaire, the Life Skills for Mental Health Follow-Up Survey on Teacher Training Workshops, consists of multiple-choice questions, open-ended questions, and Likert-type response questions (see Appendix A). The purpose of the survey was to determine the workshop's effectiveness in giving teachers an understanding of the Life Skills program and its implementation in the classroom. The survey itself was designed to elicit three types of information: the kind and frequency of use of Life Skills activities in the classroom; the attitude change in students as perceived by their teacher as a result of Life Skills exposure; and the usefulness of the teacher training workshop.

Table III-8

Profile of Participants in Life Skills
Training of Teachers Workshops, 1977-1979

Variable	Categories	Frequency	Percent of Total
Profession	Teachers	77	59
	K-3	26	20
	4-6	23	18
	7-9	12	9
	10-12	14	11
	Adults	2	1
	Other Professionals	54	41
	Counselor	26	20
	Health Department	9	7
	Special Education	9	7
	Media Specialists	4	3
	Music	2	1
	Reading	2	1
	Principal	1	1
	Speech Therapist	1	1
Age*	Under 25	4	13
	25-34	19	63
	35-45	6	20
	Over 45	1	3
Education Level*	B.A.	23	58
	M.A.	8	20
	Ph.D. or Ed.D.	0	0
	Other	9	22
Years Experience*		Range:	1-22 Years
		Mean :	6.31 Years
Previous Training in Activities Similar to Life Skills	Values Clarification	7	11
	Role Playing	8	13
	PET/TET	5	8
	Communication Skills	10	16
	Assertiveness Training	5	8
	Other	3	5
	No Previous Training	26	41

*Not requested on all forms.

The training of teachers follow-up survey was conducted during April and May, 1979. Follow-up questionnaires were mailed out to all teachers who had attended a Life Skills for Mental Health Training of Teachers Workshop. The results of this survey are included in Appendix A.

The documentation of the follow-up survey on the teacher training workshop involved reporting the results obtained from 60 teachers in 23 schools. The teaching experience of the teachers ranged from 2 to 33 years, with a mean of 10.5 years. The methods used to report responses were direct percentages, mean percentages, mean ratings, and actual comments from the teachers.

Data from the teacher follow-up survey showed positive results. The majority of teachers reported that they were employing the Life Skills activities once a week or more, that they were using the activities in a variety of ways, and that they felt the Life Skills activities were just as effective or more effective than similar mental health materials. Responses indicated an overall increase in the teachers' use of the four affective strategies (Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing), and positive changes in student behaviors related to the Life Skills activities and strategies.

In evaluating the workshop, respondents generally felt that the objectives had been successfully attained but that more attention should be given to helping participants in integrating Life Skills activities and strategies with lesson plans and classroom content.

Activity Logs

An Activity Log was developed by the program evaluation team to sample the extent to which the training received by teachers through the Training of Teachers Workshops was transferred to utilization of strategies and activities in the classroom.

Activity Logs were sent out periodically to all trained teachers. On the Activity Logs, the teachers were requested to keep a record of the Life Skills activities they used in the classroom, the manner in which the activities were employed, the time spent on each activity, and the class reaction to the activity. A sample of teachers was asked to maintain this log for a period of weeks, then to mail it to the RBS field specialist or return it to the RBS tester at the time of posttesting. Information gathered from the Activity Logs was not only used to document classroom use of Life Skills strategies and activities, but was also used in refining the data analysis plan for teacher and student outcomes.

A sample Activity Log is shown in Table III-9. The Table indicates that data requested on teachers were among other things: the level of the Life Skills Activity Guide being used; the activity name or number used; the size of the group taking part in the activity; whether this was the first time they used the activity; how the activity was used; the amount of time spent on the activity; and the class reaction to the activity.

An analysis of the sample of Activity Logs returned is presented in Table III-10. Results are shown for the sample stratified by the teaching level associated with different levels of the Guides. As can be seen by the findings presented, the majority of teachers across all grades utilized

Table III-9

Activity Log for Life Skills for Mental Health 5-8, 9-11, 12-14, 15-18

Teacher _____ Grade Level _____ School _____ Subject _____

Activity Name (and number, if any)	Page No.	Date	Group Size (√)			First time activity used? (Yes or No)	Activity Use (√)			Time spent on activity (to nearest 5 minutes)	Class Reaction				
			Whole Class	Small Group	Individual		With other subject matter	As a separate activity	At a teachable moment		Very Positive				Very Negative
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1

For the time period covered above, circle the response that best describes the frequency with which you used each of the following strategies in your classroom.

Listening for Feeling	Daily	Weekly	Monthly
Behavior Feedback	Daily	Weekly	Monthly
Values Clarification	Daily	Weekly	Monthly
Role Playing	Daily	Weekly	Monthly

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Table III-10

Summary of Sample Responses to Activity Log

Group	Average No. of Activities Per Teacher	Group Size			First Time		Activity Use			Average Minutes Per Activity	Average Rating
		Whole Class	Small Group	Individual	Yes	No	With Other Subject Matter	Separate Activity	Teachable Moment		
Lower Elementary (N = 9)	$\bar{X}$ = 8.33	94%	6%	0%	62%	38%	12%	82%	6%	$\bar{X}$ = 33 min.	$\bar{X}$ = 4.64
Upper Elementary (N = 15)	$\bar{X}$ = 16.33	82%	12%	6%	81%	19%	18%	64%	18%	$\bar{X}$ = 37.9 min.	$\bar{X}$ = 4.28
Intermediate (N = 8)	$\bar{X}$ = 6.25	74%	12%	14%	79%	21%	46%	38%	16%	$\bar{X}$ = 37.4 min.	$\bar{X}$ = 4.32
High School (N = 13)	$\bar{X}$ = 4.92	85%	8%	6%	56%	44%	47%	48%	5%	$\bar{X}$ = 44 min.	$\bar{X}$ = 3.97

the activities in the Guides as whole class activities, devoted about 30-40 minutes on each activity, and received very favorable class reactions. Teachers at the elementary levels tended to use the activities as separate and distinct from other classroom work, while intermediate and high school level teachers tended to integrate the Life Skills activities more with other subject matter being taught.

IV. OUTCOME EVALUATION RESULTS

Results for both the student outcome evaluation and the teacher outcome evaluation are presented in this chapter.

Student Outcomes

Results of the student outcome evaluation have been organized according to age group--Early Elementary, Upper Elementary, Intermediate, and High School. Within each of these age groups, two major sets of analyses were performed. First, repeated measures analyses of covariance were conducted to determine the effects of the treatment variable over time. Second, regression analyses were conducted to determine the contributions of pretest scores, treatment effect, sex, and ethnicity in predicting scores on the second posttest. For both of these analyses, complete data for all three testings on each student were needed. Thus, the matched sample discussed in Chapter II was used as the data base for the analyses.

On the repeated measures analyses, pretest was used as a covariate, to adjust scores on posttest I and posttest II for comparison. Similarly, in the regression analyses, pretest was included as a predictor variable, since in many cases it accounted for a large amount of the variance in posttest II scores. However, primary interest in the regression analyses focused on the contribution of sex, ethnicity, and treatment effect in predicting scores on posttest II. Scores on posttest I were not included as predictor variables because of the potential problems of autocorrelation between scores on the pretest and on posttest I.

On all analyses, a probability level of $p < .10$ was used to determine significance.

Early Elementary Results

Four instruments were used to measure the behavior of early elementary students. Table IV-1 lists these instruments and the dependent variables they were designed to measure.

Table IV-1

Early Elementary Instruments and Dependent Variables

Instruments	Dependent Variables
Myself	Self-Concept
My Class	Interpersonal Skills
About My Class	Classroom Climate
Disruptive Behavior Scale	Disruptive Behavior

Two other dependent variables, included in the upper age groups, were not addressed at the early elementary level. Attitudes toward school were not measured at the early elementary level because of the difficulties involved in (1) creating a survey which would parallel the attitude measures used in the upper age groups, and (2) developing a survey of this type that early elementary students could read and understand. In addition, no drug surveys were administered to the early elementary students in order to prevent premature exposure to drug-related information.

Findings. Data for each of the first three dependent variables were analyzed employing a repeated measures analysis of covariance, using pretest scores as the covariate. Two main effects were of interest, treatment effect (Life Skills students versus control students) and performance over time (scores on Posttest I vs. scores on Posttest II). Results are presented in Table IV-2.

The repeated measures analyses revealed two significant findings. On the self concept measure, Myself, the treatment main effect was significant, showing that Life Skills students consistently evidenced more positive self images than did control students. On interpersonal relationships, as measured by My Class, Life Skills and control students scored at approximately the same levels, however both groups showed significant positive changes over time by increasing their scores from the first posttest to the second posttest.

A second set of analyses on the dependent variables was conducted using regression techniques to determine the contributions of pretest score, treatment, ethnicity, and sex in predicting scores on the second posttest. Scores on the first posttest were not included as one of the predictor variables, due to potential problems of autocorrelation. Results of these analyses for the early elementary level on the first three dependent variables are presented in Table IV-3. No significant contribution variables were found in the early elementary regression analyses for Myself, My Class, or About My Class.

Table IV-2

Findings on the Repeated Measures
Analyses of Covariance for Early Elementary Data

Dependent Variables	Group	N	Pretest	Post I	Post II	Main Effects	F	p	Significance
Myself (Self Concept)	LS	166	144.72 (SD=10.09)	143.93 (SD=10.57)	142.34 (SD=11.06)	E vs. C	4.696	.031	*
	C	100	145.10 (SD= 9.76)	141.62 (SD=10.53)	140.61 (SD=10.05)	I vs. II	2.351	.126	NS
My Class (Interpersonal Skills)	LS	168	134.24 (SD=11.62)	136.72 (SD=12.81)	140.02 (SD=12.81)	E vs. C	.000	.987	NS
	C	102	133.42 (SD=11.77)	135.92 (SD=12.32)	140.24 (SD=14.13)	I vs. II	7.088	.000	**
About My Class (Classroom Climate)	LS	165	182.33 (SD=28.44)	189.13 (SD=31.26)	191.36 (SD=28.16)	E vs. C	.819	.366	NS
	C	97	190.99 (SD=24.87)	194.97 (SD=26.33)	195.09 (SD=28.84)	I vs. II	.297	.586	NS

*Significant at the $p < .05$ level.

**Significant at the $p < .005$ level.

Table IV-3

Results of Early Elementary Regression Analyses

Dependent Variables	Instruments	Independent Variables	Beta	F	p	Significance
Self Concept	Myself	Pretest	-.002	.002	.969	NS
		Treatment	-.081	1.786	.183	NS
		Sex	.096	2.401	.122	NS
		Ethnicity	.046	.547	.460	NS
Interpersonal Skills	My Class	Pretest	.014	.049	.824	NS
		Treatment	-.045	.552	.458	NS
		Sex	-.067	1.151	.284	NS
		Ethnicity	-.082	1.749	.187	NS
Classroom Climate	About My Class	Pretest	-.010	.027	.870	NS
		Treatment	-.017	.077	.782	NS
		Sex	-.042	.464	.496	NS
		Ethnicity	-.082	1.755	.186	NS

The fourth dependent variable for the early elementary level was disruptive behavior. This variable was measured by teacher report of changes in disruptive behavior for individual students, recorded on the Disruptive Behavior Scale. The changes were measured for the time period from Fall 1979 to Spring 1980, that is, from pretest to first posttest. Data were analyzed using a student's t test. Results are presented in Table IV-4.

Table IV-4

Early Elementary Results
on the Disruptive Behavior Scale

Group	N	Mean	S.D.	t	p
LS	407	3.42	.837	3.276	.005
Control	197	3.20	.724		

Life Skills students were rated as having evidenced significantly greater changes toward less disruptive behavior than the control group.

Discussion. At the early elementary level, the analyses showed two significant effects of the Life Skills program. First, Life Skills students showed consistently more positive self-concepts after the introduction of the Life Skills program than did the control students. Second, the Life Skills students showed significantly greater changes toward less disruptive behavior than did their control counterparts.

These findings are encouraging for the Life Skills program at the early levels. If students develop a positive self image during their

early years, this may later impact on many areas, possibly including those related to academic achievement and drug behaviors. The change toward less disruptive behaviors in the Life Skills students also may be linked to their more positive self concepts.

The analyses revealed one other noteworthy finding: the significant increase, for both groups, in scores on My Class from the first posttest to the second posttest. Since both groups evidenced similar increases on this variable of interpersonal skills, a likely explanation may be the maturational change in social skills during the early elementary years.

Upper Elementary Results

The attitudes and behaviors of upper elementary students were measured using a set of six instruments. In Table IV-5, these instruments and the corresponding dependent variables are presented.

Table IV-5

Upper Elementary Instruments and Dependent Variables

Instruments	Dependent Variables
My Class	Self Concept
School Life	Interpersonal Skills
About My Class	Classroom Climate
Attitude Toward School	School Attitudes
My Opinion	Drug-Related Behaviors
Drug Attitudes	Attitudes Toward Drug Use
Lifetime Use	Frequency of Lifetime Use
Recent Use	Frequency of Recent Use
Disruptive Behavior Scale	Disruptive Behavior

Findings. Data on all measures except the Disruptive Behavior Scale were analyzed using repeated measures analyses of covariance and regression techniques. Results of the repeated measures analyses are presented in Table IV-6.

The repeated measures analyses revealed several significant findings, all on the main effect concerning differences in scores for posttest I and posttest II. On the self concept measure, Myself, both groups showed significant decreases from posttest I to posttest II. However, on lifetime drug use and recent drug use, defined for the upper elementary group as use of alcohol, cigarettes, or marijuana, both groups reported significant increases from posttest I to posttest II. More specific breakdowns on levels of reported drug usage for upper elementary students are presented in Table IV-7.

The second set of analyses on the upper elementary data was conducted using regression techniques. Table IV-8 provides the findings from these analyses.

The regression analyses showed some interesting results. Sex proved to be a significant predictor for school attitude, drug attitudes, and lifetime drug use. Females were more positive than males in their attitudes toward school, they were less tolerant in their attitudes toward drugs, and they reported lower lifetime use of drugs. Ethnicity also was a significant predictor of attitudes toward school and of interpersonal skills. Nonwhites had more positive attitudes toward school than whites, but whites had higher predicted scores on measures of

Table IV-6

Findings on the Repeated Measures Analyses of Covariance for Upper Elementary Data

Instruments	Group	N	Pretest	Post I	Post II	Main Effect	F	p	Significance
Myself (Self Concept)	LS	308	334.37 (SD=32.39)	335.01 (SD=34.22)	331.11 (SD=36.62)	E vs. C	.015	.902	NS
	C	98	335.95 (SD=32.65)	338.05 (SD=34.45)	330.38 (SD=40.23)	I vs. II	5.107	.024	*
School Life (Interpersonal Skills)	LS	306	344.30 (SD=53.19)	324.29 (SD=60.04)	329.99 (SD=61.35)	E vs. C	.046	.830	NS
	C	96	334.23 (SD=48.86)	319.17 (SD=60.41)	326.28 (SD=57.45)	I vs. II	2.051	.153	NS
About My Class (Classroom Climate)	LS	307	322.09 (SD=52.07)	315.84 (SD=56.45)	312.02 (SD=55.37)	E vs. C	.239	.625	NS
	C	97	320.78 (SD=48.38)	319.29 (SD=56.55)	312.58 (SD=52.47)	I vs. II	1.760	.185	NS
Attitude Toward School (School Attitudes)	LS	307	300.52 (SD=45.94)	291.26 (SD=50.27)	287.01 (SD=52.86)	E vs. C	.810	.369	NS
	C	98	292.82 (SD=53.38)	285.98 (SD=54.22)	291.78 (SD=50.63)	I vs. II	.008	.929	NS
My Opinion (Drug Attitude)	LS	291	126.48 (SD=29.06)	132.51 (SD=29.43)	132.89 (SD=35.52)	E vs. C	1.922	.166	NS
	C	93	119.69 (SD=27.04)	125.25 (SD=28.38)	127.53 (SD=35.45)	I vs. II	.384	.536	NS
My Opinion (Lifetime Use)	LS	302	143.81 (SD=62.43)	158.25 (SD=69.72)	164.55 (SD=78.64)	E vs. C	.177	.675	NS
	C	94	132.06 (SD=55.64)	148.02 (SD=57.98)	153.83 (SD=74.83)	I vs. II	3.158	.076	+
My Opinion (Recent Use)	LS	302	144.59 (SD=66.87)	144.59 (SD=66.87)	164.66 (SD=78.58)	E vs. C	.162	.698	NS
	C	93	131.52 (SD=54.59)	131.52 (SD=54.58)	153.33 (SD=75.09)	I vs. II	24.746	.000	**

+ Significant at the $p < .10$ level.
* Significant at the $p < .05$ level.
** Significant at the $p < .005$ level.

Table IV-7

Reported Drug Use for Upper Elementary Students,
Recorded as Percentages of Total

Recent Use During the last four weeks, how often have you:	Pretest									
	LS (N=583)					Control (N=220)				
	Never	1-2 times	3-10 times	11-20 times	21 or more times	Never	1-2 times	3-10 times	11-20 times	21 or more times
smoked cigarettes?	91.1	5.3	.9	.9	1.0	93.3	4.9	.4	.4	.9
drunk alcohol?	78.9	17.9	1.4	.3	1.5	80.5	15.4	2.3	.9	.9
smoked marijuana?	96.8	2.0	.3	.5	.3	96.8	1.8	.5	.9	.0
Lifetime Use										
Have you ever:										
smoked a cigarette?	69.4	22.7	3.4	1.0	3.4	73.0	18.9	4.5	1.4	2.3
drunk alcohol?	46.1	37.2	10.6	2.1	3.9	60.6	27.1	7.2	1.8	3.2
smoked marijuana?	92.8	5.1	.5	1.0	.5	94.1	3.6	.5	.5	1.4

Table IV-7 (cont.)

	Post I									
	LS (N=529)					Control (N=205)				
	Never	1-2 times	3-10 times	11-20 times	21 or more times	Never	1-2 times	3-10 times	11-20 times	21 or more times
Recent Use										
During the last four weeks, how often have you:										
smoked cigarettes?	92.2	4.9	1.1	.6	1.1	89.8	5.9	2.4	.5	1.5
drunk alcohol?	76.2	16.4	4.9	.6	1.9	83.4	10.7	3.4	1.5	1.0
smoked marijuana?	96.8	2.1	.6	.2	.4	97.0	1.0	1.0	.5	.5
Lifetime Use										
Have you ever:										
smoked a cigarette?	58.2	28.4	6.2	2.5	4.7	65.4	23.9	5.4	1.5	3.9
drunk alcohol?	37.8	34.6	14.9	5.1	7.6	44.1	38.2	9.3	4.4	3.9
smoked marijuana?	93.6	3.4	1.5	.4	1.1	94.1	3.9	.5	1.0	.5

Table IV-7 (cont.)

	Post II									
	LS (N=447)					Control (N=130)				
Recent Use										
During the last four weeks, how often have you:	Never	1-2 times	3-10 times	11-20 times	21 or more times	Never	1-2 times	3-10 times	11-20 times	21 or more times
smoked cigarettes?	86.1	7.2	4.0	.9	1.8	91.5	5.4	2.3	.8	.0
drunk alcohol?	76.4	16.5	6.2	.4	.4	86.0	10.9	1.6	.0	1.6
smoked marijuana?	95.1	3.3	.9	.4	.2	95.4	3.1	.8	.8	.0
Lifetime Use										
Have you ever:										
smoked a cigarette?	55.0	27.7	7.8	2.7	6.7	73.1	16.2	6.2	2.3	2.3
drunk alcohol?	43.2	33.8	11.6	3.8	7.6	50.0	32.3	8.5	3.1	6.2
smoked marijuana?	90.9	5.8	2.0	1.1	.2	93.1	2.3	2.3	.0	2.3

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Table IV-8

Results of Upper Elementary Regression Analyses

Dependent Variables	Instruments	Independent Variables	Beta	F	p	Significance
Self Concept	Myself	Pretest	.076	2.306	.130	NS
		Treatment	-.008	.025	.873	NS
		Sex	-.012	.058	.810	NS
		Ethnicity	-.033	.427	.514	NS
Interpersonal Skills	School Life	Pretest	.110	4.803	.029	*
		Treatment	-.046	.889	.346	NS
		Sex	.008	.030	.864	NS
		Ethnicity	-.114	5.205	.023	*
Classroom Climate	About Your Class	Pretest	.122	6.039	.014	*
		Treatment	-.017	.118	.731	NS
		Sex	.028	.330	.566	NS
		Ethnicity	.021	.169	.681	NS
School Attitudes	Attitude Toward School	Pretest	.222	21.017	.000	**
		Treatment	.050	1.133	.288	NS
		Sex	.154	10.770	.001	**
		Ethnicity	-.158	10.739	.001	**
Drug Attitudes	My Opinion	Pretest	.008	.024	.877	NS
		Treatment	-.043	.768	.381	NS
		Sex	-.204	17.494	.000	**
		Ethnicity	.024	.247	.620	NS
Lifetime Use	My Opinion	Pretest	.176	13.006	.000	**
		Treatment	-.049	1.062	.303	NS
		Sex	-.182	13.989	.000	**
		Ethnicity	.074	2.400	.122	NS

*Significant at the $p < .05$ level.
**Significant at the $p < .005$ level.

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interpersonal skills than nonwhites. Finally, pretest score was significant in predicting the second posttest score on four measures: School Life, About Your Class, Attitude Toward School, and Lifetime Drug Use.

The final dependent variable for the upper elementary level was disruptive behavior. Measurements of this variable proceeded exactly as those described for the early elementary level. Table IV-9 contains the findings on this variable.

Table IV-9

Upper Elementary Results on the Disruptive Behavior Scale

Group	N	Mean	S.D.	t	p
LS	524	3.31	.772	3.721	.005
C	188	3.10	.658		

As with early elementary students, upper elementary students were rated as having evidenced significantly greater changes toward less disruptive behavior than the comparable control group.

Discussion. For students at the upper elementary level, results of the repeated measures analyses revealed a significant decrease in self concept scores from the first posttest to the second posttest. Since the first posttest was administered in Spring 1979, near the end of the school year, and the second posttest was administered near the middle of the school year in Winter 1980, one might attempt to explain this decrease in scores by the difference in the time of school year at which the tests were administered. That is, students may have been more

positive about themselves at the end of the school year than in the middle. However, the plausibility of this explanation is ruled out by the examination of self concept scores at other levels. A quick review shows that the phenomenon is unique to the upper elementary levels. Thus, the observed results on self concept at the upper elementary level may be a function of some yet unidentified variable.

Findings for the repeated measures analyses of recent use of cigarettes, alcohol, and marijuana showed significant increases for both groups in recent use from the first posttest to the second posttest. These results corroborate the findings of other studies showing the period from fifth to sixth grade to be a prime time for experimentation with cigarettes, alcohol, and marijuana.

In the regression analyses, sex and ethnicity both contributed significantly in predicting performance on a number of dependent variables. Upper elementary males had significantly higher predicted scores than females on their tolerance in drug attitudes and in their lifetime use of alcohol, cigarettes, and marijuana. This difference in predicted scores may be due to a consistent difference between the sexes in use and attitudes across time, or just to a difference in the relative time of experimentation for males and females. Later examination of results for intermediate and high school students may help to provide some further input for explaining this behavior. Males also had significantly less positive attitudes toward school than females.

Ethnicity was a significant factor in predicting attitudes toward school and interpersonal relations scores. On attitudes toward school,

predictions of scores for nonwhites were significantly higher than for whites, but on interpersonal skills, whites had higher predicted scores than nonwhites. Later examination of results on these variables at the intermediate and high school levels should provide further insight into the importance of these trends.

On the disruptive behavior variable, Life Skills students were rated as showing significantly more changes toward less disruptive behavior than the control students. For both the early elementary and the upper elementary groups, positive changes toward less disruptive behavior seem to be linked to the implementation of the Life Skills program.

Intermediate Results

The attitudes and behaviors of the intermediate level students were measured using a set of six instruments. These measures and the corresponding dependent variables are presented in Table IV-10.

Table IV-10

Intermediate Instruments and Dependent Variables

Instruments	Dependent Variables
Myself	Self Concept
School Life	Interpersonal Skills
About My Class	Classroom Climate
Attitude Toward School	School Attitudes
My Opinion on Drugs and Alcohol	Drug-Related Behaviors
Drug Attitudes	Attitudes Toward Drug Use
Lifetime Use	Frequency of Lifetime Use
Recent Use	Frequency of Recent Use
Disruptive Behavior Scale	Disruptive Behavior

Findings. Repeated measures analyses were performed on all data except those from the Disruptive Behavior Scale. Results of the repeated measures analyses are presented in Table IV-11.

The repeated measures analyses revealed a number of significant findings at the intermediate level. On the interpersonal skills variable, School Life, both the treatment effect and the change from posttest I to posttest II were significant. Life Skills students consistently scored higher than control students on both posttest I and posttest II, but both groups also showed significant gains from posttest I to posttest II. On the classroom climate variable, About My Class, both groups of students again showed significant increases over time, from posttest I to posttest II. Finally, on attitudes toward school, the control students scored significantly higher than the Life Skills students on both testings.

To examine recent drug use more carefully, a second set of repeated measures analyses was conducted. The purpose of these analyses was to determine if any significant changes in recent use of specific drugs had occurred from the first posttest to the second posttest. Results are presented in Table IV-12.

The analyses revealed a notable difference in recent use of alcohol, with the control group reporting significantly higher levels of alcohol consumption than the Life Skills group. Both groups showed significant increases in the use of alcohol, cigarettes, and amphetamines from the first posttest to the second posttest. Detailed figures on reported drug use for intermediate level students are presented in Table IV-13.

Table IV-11

Findings on the Repeated Measures Analyses of Covariance for Intermediate Data

Instrument	Group	N	Pretest	Post I	Post II	Main Effect	F	p	Significance
Myself (Self Concept)	LS	178	324.80 (SD=31.18)	321.43 (SD=29.08)	324.26 (SD=27.68)	E vs. C	.543	.462	NS
	C	181	334.89 (SD=33.92)	327.51 (SD=35.68)	329.02 (SD=34.23)	I vs. II	1.376	.242	NS
School Life (Interpersonal Skills)	LS	177	330.85 (SD=44.04)	329.23 (SD=44.38)	333.10 (SD=46.88)	E vs. C	6.904	.009	*
	C	183	323.06 (SD=47.04)	311.50 (SD=55.67)	322.79 (SD=51.35)	I vs. II	8.088	.005	**
About My Class (Classroom Climate)	LS	177	314.64 (SD=46.77)	303.82 (SD=40.32)	315.98 (SD=53.30)	E vs. C	.824	.365	NS
	C	181	325.85 (SD=43.57)	312.81 (SD=41.90)	321.54 (SD=48.46)	I vs. II	13.602	.000	**
Attitudes Toward School (School Attitudes)	LS	171	309.42 (SD=22.68)	307.99 (SD=22.72)	308.82 (SD=23.72)	E vs. C	5.731	.017	*
	C	178	314.53 (SD=31.78)	312.73 (SD=29.40)	317.35 (SD=33.99)	I vs. II	2.307	.130	NS
My Opinion on Drugs and Alcohol (Drug Attitudes)	LS	162	153.39 (SD=62.13)	147.52 (SD=57.09)	144.25 (SD=53.03)	E vs. C	2.040	.154	NS
	C	168	151.18 (SD=53.24)	154.41 (SD=51.11)	147.82 (SD=50.42)	I vs. II	2.607	.107	NS
My Opinion on Drugs and Alcohol (Lifetime Use)	LS	159	188.09 (SD=13.57)	187.75 (SD=11.76)	185.44 (SD=13.79)	E vs. C	.306	.581	NS
	C	171	185.88 (SD=14.45)	185.08 (SD=14.10)	186.92 (SD=12.33)	I vs. II	.122	.727	NS

* Significant at the $p < .05$ level.
** Significant at the $p < .005$ level.

Table IV-12

Findings on Repeated Measures Analyses of Covariance
on Recent Drug Use at the Intermediate Level

Drug[1]	Group	N	Pre	SD	Post I	SD	Post II	SD	Main Effects	F	p	Significance
Alcohol	LS	145	1.628	.993	1.462	.850	1.697	1.023	E vs. C	3.466	.064	+
	C	161	1.708	1.023	1.733	.998	1.801	1.089	I vs. II	5.969	.015	*
Cigarettes	LS	149	1.322	.910	1.268	.811	1.490	1.107	E vs. C	.526	.469	NS
	C	162	1.444	1.142	1.481	1.105	1.549	1.236	I vs. II	6.564	.011	*
Marijuana	LS	151	1.225	.750	1.126	.545	1.245	.791	E vs. C	1.196	.275	NS
	C	165	1.291	.870	1.261	.756	1.291	.819	I vs. II	2.626	.106	NS
Inhalants	LS	158	1.076	.340	1.063	.418	1.057	.378	E vs. C	.043	.836	NS
	C	167	1.114	.625	1.012	.522	1.054	.368	I vs. II	.981	.323	NS
Barbiturates	LS	157	1.032	.176	1.025	.158	1.076	.446	E vs. C	.949	.331	NS
	C	169	1.108	.493	1.024	.243	1.036	.241	I vs. II	2.107	.157	NS
Amphetamines	LS	159	1.013	.112	1.006	.079	1.069	.479	E vs. C	.005	.944	NS
	C	169	1.041	.296	1.030	.202	1.041	.252	I vs. II	3.022	.083	+
Cocaine[2]	LS	159	1.025	.193	1.000	.000	1.006	.079				
	C	169	1.047	.391	1.053	.350	1.006	.077				
PCP[2]	LS	159	1.025	.250	1.000	.000	1.000	.000				
	C	167	1.036	.288	1.024	.218	1.000	.000				
LSD[2]	LS	160	1.031	.325	1.025	.316	1.006	.079				
	C	168	1.036	.344	1.018	.231	1.000	.000				
Heroin[2]	LS	158	1.019	.239	1.000	.000	1.006	.080				
	C	170	1.053	.365	1.024	.216	1.000	.000				

+ Significant at the $p < .10$ level.
* Significant at the $p < .05$ level.

[1] 1 = None in past three months, 2 = 1 or 2 times in past three months, 3 = 1 or 2 times per month, 4 = 1 or 2 times per week, 5 = more than once per day.

[2] Analyses on these variables were not conducted, due to the extremely low levels of use.

Table IV-13

Reported Recent Drug Use During Past Three Months for Intermediate Students, Recorded as Percentages of Total

Recent Use (Past 3 Months) How often have you:	Pretest									
	LS (N=458)					Control (N=350)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	62.9	21.0	6.6	8.3	1.3	59.1	18.9	9.7	10.6	1.7
smoked cigarettes?	77.7	8.5	1.1	4.6	8.2	81.0	6.3	2.6	2.0	8.0
smoked marijuana?	85.5	4.7	4.0	3.8	1.9	83.7	6.3	3.1	3.4	3.4
sniffed inhalants?	95.0	2.7	.8	1.3	.2	94.7	1.7	1.7	.6	1.4
taken barbiturates or tranquilizers?	96.9	2.1	.6	.4	0	96.7	1.4	1.1	.3	.6
taken amphetamines or stimulants?	97.5	1.7	.8	0	0	97.2	1.1	1.1	.6	0
sniffed cocaine?	98.1	1.0	.4	.2	.2	97.8	1.1	0	.6	.6
used PCP?	99.0	.4	.2	.2	.2	98.6	.8	.3	.3	0
taken LSD or other psychedelics?	99.0	.8	0	0	.2	98.9	0	.6	0	.6
used heroin or morphine?	99.2	.2	.2	.2	.2	98.1	1.1	.6	0	.3

Table IV-13 (cont.)

Recent Use (Past 3 Months) How often have you:	Post I									
	LS (N=415)					Control (N=332)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	64.3	20.2	8.0	6.7	.7	56.6	18.7	16.0	8.1	.6
smoked cigarettes?	81.6	5.3	3.6	3.6	5.8	80.1	5.7	4.2	2.7	7.2
smoked marijuana?	84.9	6.7	4.3	2.6	1.4	87.4	4.5	4.8	2.4	.9
sniffed inhalants?	95.7	2.1	1.0	.5	.7	97.3	.6	.9	.9	.3
taken barbiturates or tranquilizers?	96.9	2.4	.2	.2	.2	98.2	.9	.3	.6	0
taken amphetamines or stimulants?	98.1	1.2	.7	0	0	96.4	1.8	.6	1.2	0
sniffed cocaine?	98.1	.9	.5	.2	.2	98.5	.3	.9	.3	0
used PCP?	99.5	0	0	.5	0	99.1	0	.6	0	.3
taken LSD or other psychedelics?	99.5	.2	0	0	.2	98.8	.3	0	.6	.3
used heroin or morphine?	99.5	.2	.2	0	0	98.8	0	.9	0	.3

Table IV-13 (cont.)

Recent Use (Past 3 Months) How often have you:	Post II									
	LS (N=222)					Control (N=230)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	56.8	22.5	9.9	9.0	1.8	55.2	15.7	17.0	10.0	2.2
smoked cigarettes?	76.0	8.0	4.4	4.4	7.1	80.0	3.0	2.6	5.2	9.1
smoked marijuana?	85.6	3.9	3.5	5.7	1.3	85.3	3.0	3.9	5.2	2.6
sniffed inhalants?	96.5	1.7	.9	.9	0	96.6	.9	.9	.9	.9
taken barbiturates or tranquilizers?	97.4	1.3	.4	.4	.4	96.6	1.7	1.7	0	0
taken amphetamines or stimulants?	98.3	.4	.4	0	.9	97.0	1.7	1.3	0	0
sniffed cocaine?	99.6	.4	0	0	0	99.1	.4	0	.4	0
used PCP?	100	0	0	0	0	99.6	0	0	0	.4
taken LSD or other psychedelics?	99.6	.4	0	0	0	100	0	0	0	0
used heroin or morphine?	99.6	.4	0	0	0	99.6	0	0	.4	0

The third set of analysis for the intermediate data was performed using regression techniques. Results are shown in Table IV-14.

At the intermediate level, treatment group was a significant predictor of attitudes toward drugs, attitudes toward school, and classroom climate. Regarding drug attitudes, Life Skills students showed a lower tolerance toward drug use than their control counterparts. Next, corresponding to the previous findings on repeated measures treatment effects, control students scored higher on their attitudes toward school than did the Life Skills students. Finally, control students also had higher predicted scores on classroom climate measures than the Life Skills students.

Sex proved to be a significant predictor of self concept scores and of scores on interpersonal skills. On both variables, females had significantly higher predicted scores than males. Ethnicity also was significant in predicting intermediate level attitudes toward school; nonwhites showed consistently more positive attitudes than whites. Pretest scores were significant predictors of posttest scores on four measures: Myself, Drug Attitudes, School Life, and About My Class.

The final dependent variable for the intermediate level was disruptive behavior. Findings on this variable are reported in Table IV-15.

Table IV-15

Intermediate Results on the Disruptive Behavior Scale

Group	N	Mean	S.D.	t	P
LS	345	2.96	.862	.513	NS
C	302	2.99	.799		

Table IV-14

Results of Intermediate Regression Analyses

Dependent Variables	Instruments	Independent Variables	Beta	F	p	Significance
Self Concept	Myself	Pretest	.097	3.365	.067	+
		Treatment	.081	2.373	.124	NS
		Sex	.110	4.447	.036	*
		Ethnicity	-.061	1.326	.245	NS
Interpersonal Skills	School Life	Pretest	.233	20.737	.000	**
		Treatment	-.062	1.466	.227	NS
		Sex	.094	3.367	.067	+
		Ethnicity	.003	.004	.948	NS
Classroom Climate	About My Class	Pretest	.161	9.486	.002	**
		Treatment	.086	2.721	.100	+
		Sex	.068	1.745	.187	NS
		Ethnicity	-.058	1.259	.263	NS
School Attitudes	Attitude Toward School	Pretest	.008	.022	.883	NS
		Treatment	.160	9.510	.002	**
		Sex	-.028	.297	.586	NS
		Ethnicity	-.148	8.130	.005	**
Drug Attitudes	My Opinion on Drugs and Alcohol	Pretest	.272	28.162	.000	**
		Treatment	.121	5.598	.019	*
		Sex	.009	.035	.853	NS
		Ethnicity	.077	2.280	.132	NS
Lifetime Use	My Opinion on Drugs and Alcohol	Pretest	.017	.105	.746	NS
		Treatment	.026	.245	.621	NS
		Sex	-.054	1.103	.310	NS
		Ethnicity	-.030	.315	.576	NS

+ Significant at the $p < .10$ level.

* Significant at the $p < .05$ level.

** Significant at the $p < .005$ level.

No significant differences in ratings on disruptive behavior between the Life Skills and the control groups were found.

Discussion. Several treatment effects were found to be significant in the analyses of intermediate data. First, Life Skills students scored significantly higher on the repeated measures analysis of the interpersonal skills variable, School Life, than did control students. This finding indicates that the Life Skills program may be helping students to better understand their peers.

On both the repeated measures analyses and the regression analyses, control students scored significantly higher than Life Skills students on attitudes toward school. No ready explanation can be offered for this finding.

On the measures of interpersonal skills, School Life, and classroom climate, About My Class, scores for both groups increased significantly from posttest I to posttest II. These findings may reflect a general increase in the intermediate students' ability to understand and communicate with one another. Regarding drug use, the repeated measures analyses showed significant increases in use of alcohol, cigarettes, and amphetamines for both the Life Skills and the control students from posttest I to posttest II. This finding is similar to that for the upper elementary level, where there was a significant increase in recent drug use from posttest I to posttest II. These results seem to indicate a general trend toward increased drug usage at all levels rather than the hypothesized critical period of experimentation, limited to the upper elementary level.

In the recent use of alcohol, control students reported significantly higher levels of use than Life Skills students. This result is the only instance of a difference between the treatment groups on recent or lifetime use of drugs.

Sex was a significant predictor of scores on self concept and interpersonal skills, with females showing higher predicted scores than males on both variables. In contrast to findings for upper elementary students, sex was not a significant predictor of drug attitudes or drug use for students at the intermediate level. Ethnicity again proved to be a significant factor in predicting attitudes toward school, with nonwhites showing more positive attitudes than whites, as at the upper elementary level. Finally, the regression analyses revealed that for students at the intermediate level, treatment group was a significant predictor of classroom climate scores and of drug attitude. Control students had higher predicted scores on classroom climate, but Life Skills students were less tolerant toward drug use than their control counterparts.

High School Results

The same set of instruments used to measure intermediate attitudes and behaviors were used for the high school level, with the exception of substituting a parallel form of the Attitudes Toward School measure. Table IV-10 in the section on intermediate level results lists these measures.

Findings. For all measures except the Disruptive Behavior Scale, repeated measures analyses of covariance were conducted. Results are reported in Table IV-16.

Table IV-16

Findings on the Repeated Measures Analyses of Covariance for High School Data

Instrument	Group	N	Pretest	Post I	Post II	Main Effect	F	p	Significance
Myself (Self Concept)	LS	120	326.98 (SD=31.29)	324.79 (SD=29.58)	326.07 (SD=25.87)	LS vs. C	.209	.648	NS
	C	37	333.11 (SD=32.66)	328.57 (SD=22.93)	324.30 (SD=23.13)	I vs. II	.412	.522	NS
School Life (Interpersonal Skills)	LS	120	340.32 (SD=48.57)	342.15 (SD=42.31)	347.38 (SD=44.86)	E vs. C	.178	.674	NS
	C	37	305.27 (SD=44.75)	324.65 (SD=48.06)	327.70 (SD=47.90)	I vs. II	.797	.373	NS
About My Class (Classroom Climate)	LS	118	332.99 (SD=39.21)	332.42 (SD=41.54)	333.87 (SD=38.73)	E vs. C	1.938	.166	NS
	C	37	318.92 (SD=41.62)	324.59 (SD=31.05)	316.84 (SD=47.75)	I vs. II	.557	.457	NS
Attitude Toward School (School Attitudes)	LS	110	262.86 (SD=20.74)	261.56 (SD=20.04)	262.47 (SD=16.46)	E vs. C	.476	.492	NS
	C	34	262.59 (SD=16.96)	260.35 (SD=16.16)	260.06 (SD=15.04)	I vs. II	.023	.879	NS
My Opinion on Drugs and Alcohol (Drug Attitudes)	LS	116	133.03 (SD=39.18)	132.40 (SD=44.15)	141.51 (SD=45.98)	E vs. C	.106	.746	NS
	C	37	137.62 (SD=35.00)	137.19 (SD=32.28)	139.16 (SD=36.57)	I vs. II	2.001	.159	NS
My Opinion on Drugs and Alcohol (Lifetime Use)	LS	112	187.28 (SD=11.73)	187.46 (SD=11.39)	186.42 (SD=11.20)	E vs. C	.549	.460	NS
	C	32	187.34 (SD=10.69)	187.34 (SD= 9.93)	184.47 (SD=14.67)	I vs. II	4.969	.027	*

* Significant at the $p < .05$ level.

The repeated measures analyses for the high school level revealed only one significant finding. On the reports of overall lifetime use of drugs, the analyses showed a statistically significant decrease in use from the first posttest to the second posttest for both Life Skills and control students. Since the actual decrease in scores from posttest I to posttest II was small, this finding may be an artifact of sample size or of the high school students' increased reluctance to report actual use. That is, by the third test administration, high school students may have developed a tendency to report lower levels of usage than actual monitoring of drug use would show.

Findings on recent drug use, presented in Table IV-17, show one significant result: an increase in the use of alcohol for both groups from posttest I to posttest II. This result not only corresponds to findings of increased usage at other levels, but also further calls into question the practical significance of the reported decrease in lifetime use. More specific figures on reported recent drug use for high school students are presented in Table IV-18.

Regression analyses also were conducted for the high school data. Results are presented in Table IV-19. On the variables of attitude toward drugs and attitude toward school, sex was a significant predictor. On attitude toward drugs, females showed less tolerant attitudes toward drug use than did males. On attitudes toward school, females were less positive than males. Ethnicity was also a significant predictor for drug attitudes; whites were less tolerant toward drug use than nonwhites at

Table IV-17

Findings on Repeated Measures Analyses of Covariance
on Recent Drug Use at the High School Level[1]

Drug	Group	N	Pre	SD	Post I	SD	Post II	SD	Main Effect	F	p	Significance
Alcohol	LS	108	1.565	.823	1.704	.969	1.870	1.077	E vs. C	.012	.912	NS
	C	30	1.633	.928	1.767	1.006	1.933	1.015	I vs. II	3.507	.063	+
Cigarettes	LS	105	1.486	1.233	1.514	1.249	1.533	1.279	E vs. C	.885	.348	NS
	C	31	1.516	1.208	1.806	1.493	1.581	1.311	I vs. II	1.301	.256	NS
Marijuana	LS	109	1.147	.541	1.193	.713	1.193	.739	E vs. C	1.129	.290	NS
	C	32	1.188	.592	1.375	.942	1.281	.813	I vs. II	.707	.402	NS
Inhalants	LS	112	1.009	.094	1.009	.095	1.000	.000	E vs. C	2.657	.105	NS
	C	32	1.031	.177	1.031	.177	1.031	.177	I vs. II	.094	.759	NS
Barbiturates	LS	112	1.063	.386	1.018	.189	1.036	.230	E vs. C	.445	.506	NS
	C	32	1.000	.000	1.000	.000	1.031	.177	I vs. II	1.229	.269	NS
Amphetamines	LS	112	1.054	.351	1.036	.230	1.036	.230	E vs. C	.331	.566	NS
	C	32	1.000	.000	1.000	.000	1.063	.354	I vs. II	.870	.353	NS
Cocaine[2]	LS	112	1.000	.000	1.000	.000	1.000	.000				
	C	32	1.000	.000	1.000	.000	1.063	.354				
PCP[2]	LS	110	1.009	.095	1.000	.000	1.000	.000				
	C	32	1.000	.000	1.000	.000	1.000	.000				
LSD[2]	LS	112	1.000	.000	1.000	.000	1.000	.000				
	C	32	1.000	.000	1.000	.000	1.000	.000				
Heroin[2]	LS	111	1.000	.000	1.000	.000	1.000	.000				
	C	32	1.000	.000	1.000	.000	1.000	.000				

+ Significant at the $p < .10$ level.

[1] Usage for each drug listed was reported in accordance with the following numerical scale: 1 = None in past three months, 2 = 1 or 2 times in past three months, 3 = 1 or 2 times per month, 4 = 1 or 2 times per week, 5 = More than once per day.

[2] Analyses on these variables were not conducted due to the extremely low levels of use.

Table IV-18

Reported Recent Drug Use During Past Three Months for High School Students, Recorded as Percentages of Total

Recent Use (Past 3 Months) How often have you:	Pretest									
	LS (N= 532)					Control (N= 120)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	52.4	19.7	14.8	12.2	.8	48.3	24.2	10.8	15.8	.8
smoked cigarettes?	76.9	3.8	1.5	4.4	13.4	68.6	5.0	3.3	4.1	19.0
smoked marijuana?	78.2	6.2	3.8	6.4	5.5	78.5	5.8	.8	9.1	5.8
sniffed inhalants?	98.9	.9	0	0	.2	98.4	1.6	0	0	0
taken barbiturates or tranquilizers?	94.2	2.4	2.0	.9	.4	95.9	3.3	0	0	0
taken amphetamines or stimulants?	93.5	3.0	2.0	1.3	.2	95.1	3.3	1.6	0	0
sniffed cocaine?	98.0	.7	.9	.4	0	96.7	2.4	.8	0	0
used PCP?	98.3	.9	.4	.4	0	100	0	0	0	0
taken LSD or other psychedelics?	98.5	.7	.4	.4	0	100	0	0	0	0
used heroin or morphine?	99.4	0	.4	0	.2	99.2	0	.8	0	0

Table IV-18 (cont.)

Recent Use (Past 3 Months) How often have you:	Post I									
	LS (N=476)					Control (N=55)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	49.4	24.8	12.6	12.8	.4	56.4	14.5	18.2	9.1	1.8
smoked cigarettes?	75.0	5.0	2.5	1.5	16.0	80.0	1.8	1.8	5.5	10.9
smoked marijuana?	80.5	5.6	3.8	6.5	3.6	78.2	9.1	3.6	7.3	1.8
sniffed inhalants?	98.4	1.0	.4	.2	0	98.2	1.8	0	0	0
taken barbiturates or tranquilizers?	96.7	1.4	1.2	.6	0	100	0	0	0	0
taken amphetamines or stimulants?	94.4	2.1	2.5	1.0	0	100	0	0	0	0
sniffed cocaine?	98.6	.6	.4	.4	0	100	0	0	0	0
used PCP?	99.6	.2	0	0	.2	100	0	0	0	0
taken LSD or other psychedelics?	99.8	0	0	.2	0	100	0	0	0	0
used heroin or morphine?	99.4	.2	0	.2	.2	100	0	0	0	0

Table IV-18 (cont.)

Recent Use (Past 3 Months) How often have you:	Post II									
	LS (N=218)					Control (N=57)				
	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day	None	1-2 times	1-2 times per month	1-2 times per week	More than once per day
drunk alcohol?	48.2	29.4	11.5	10.1	.9	38.6	29.8	19.3	12.3	0
smoked cigarettes?	81.1	5.5	0	2.3	11.1	79.3	5.2	3.4	1.7	10.3
smoked marijuana?	88.9	4.1	.9	3.2	2.8	86.0	1.8	5.3	5.3	1.8
sniffed inhalants?	99.5	0	0	.5	0	98.2	1.8	0	0	0
taken barbiturates or tranquilizers?	97.3	1.4	1.4	0	0	98.2	1.8	0	0	0
taken amphetamines or stimulants?	96.8	1.4	1.8	0	0	96.5	1.8	1.8	0	0
sniffed cocaine?	99.5	.5	0	0	0	98.2	0	1.8	0	0
used PCP?	100	0	0	0	0	100	0	0	0	0
taken LSD or other psychedelics?	100	0	0	0	0	100	0	0	0	0
used heroin or morphine?	100	0	0	0	0	100	0	0	0	0

Table IV-19

Results of High School Regression Analyses

Dependent Variable	Instruments	Independent Variables	Beta	F	p	Significance
Self Concept	Myself	Pretest	.349	23.441	.000	**
		Treatment	-.056	.502	.480	NS
		Sex	.003	.001	.969	NS
		Ethnicity	.038	.234	.629	NS
Interpersonal Skills	School Life	Pretest	.349	18.824	.000	**
		Treatment	-.049	.384	.536	NS
		Sex	.013	1.364	.245	NS
		Ethnicity	.094	.028	.867	NS
Classroom Climate	About My Class	Pretest	.102	1.629	.204	NS
		Treatment	-.099	1.413	.236	NS
		Sex	.119	2.041	.155	NS
		Ethnicity	-.038	.229	.632	NS
School Attitudes	Attitude Toward School	Pretest	-.015	.036	.849	NS
		Treatment	-.131	2.501	.116	NS
		Sex	-.199	5.571	.020	*
		Ethnicity	-.061	.589	.444	NS
Drug Attitudes	My Opinion on Drugs and Alcohol	Pretest	.266	12.357	.001	**
		Treatment	-.085	1.163	.283	NS
		Sex	-.154	5.889	.016	*
		Ethnicity	-.192	4.058	.046	*
Lifetime Use	My Opinion on Drugs and Alcohol	Pretest	.010	.017	.899	NS
		Treatment	-.082	.939	.334	NS
		Sex	-.104	1.508	.221	NS
		Ethnicity	.027	.113	.737	NS

* Significant at the $p < .05$ level.

** Significant at the $p < .005$ level.

the high school level. Pretest was a significant predictor for Drug Attitudes, School Life, and Myself.

Disruptive behavior was the final dependent variable for the high school level. Results are shown in Table IV-20.

Table IV-20

High School Results on the Disruptive Behavior Scale

Group	N	Mean	SD	t	p
LS	294	3.02	.606	.695	NS
C	64	3.06	.390		

No significant differences in ratings on disruptive behavior between the Life Skills and the control groups were found.

Discussion. Results at the high school level for the most part showed no significant differences between the Life Skills and the control groups or between overall performance on the first posttest and the second posttest. The repeated measures analyses showed one statistically significant decrease in scores from the first posttest to the second posttest on reported lifetime use of drugs. However, careful examination of this result suggested that although the finding may be statistically significant, its practical significance is questionable; in fact, very small decreases occurred from posttest I to posttest II in lifetime use of drugs. The high school students also may have been more cautious in reporting their history of drug use by the time of the second posttest, thus resulting in a slight decrease in lifetime use scores.

The regression analyses showed sex to be a significant predictor of two variables, attitude toward drugs and attitude toward school. As at

the upper elementary level, females were less tolerant in their attitudes toward drug use than males. However, in attitudes toward school, females were less positive than males, whereas at the upper elementary level, females were more positive than males in their attitude toward school.

Ethnicity also was a significant predictor of drug attitudes at the high school level, with whites having less tolerance toward drug use than nonwhites.

Findings on Classroom Observations

Classroom observations were conducted as a part of the outcome evaluation, using the Life Skills for Mental Health Classroom Observation Form. As a part of the observation task, observers rated students on a series of 14 affective behaviors, included in section 7 of the form. In Life Skills classes, two observations were conducted--one during a time when Life Skills activities were taking place and a second during a regular classroom lesson. In the control classes, only regular lessons could be observed. Thus, three groups of observations were gathered: observations on Life Skills activity periods, observations on regular lessons in Life Skills classes, and observations on control classes.

Scale scores were computed from the ratings on the 14 affective student behaviors and compared using a 2x3 analysis of variance. Results are presented in Table IV-21.

The treatment effect was significant. Inspection of the mean scores shows that the LS activity group students were rated highest on affective behavior, while the LS regular lesson group was rated second highest, and

Table IV-21

Results of Analysis of Variance on Observation Ratings of Student Affective Behaviors

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	Main Effect	F	p	Significance
LS Activity	2.941	.494	3.045	.570	Treatment Group	4.002	.046	*
LS Regular	2.797	.469	2.947	.530	Pretest vs. Posttest	4.229	.041	*
Control	2.764	.548	2.761	.583				

* Significant at $p < .05$ level.

the control group received the lowest ratings on both the pretest and posttest. Differences in pretest and posttest scores also were significant; examination of these differences shows a very interesting trend. Both the LS activity group and the LS regular group students increased their scores on affective behaviors from the pretest to the posttest, but the control group stayed virtually the same over time, showing no increase in their affective behavior scores.

These findings on observed student affective behaviors show some very positive effects of the Life Skills program. Each of the 14 student behaviors included in the observation form can be directly linked to objectives of the Life Skills program. Thus, these ratings reflect more direct measures of program impact than any other measures used in the outcome evaluation. Life Skills students involved in both Life Skills activities and regular classes were not only rated more highly on their affective behaviors, but they also showed significant positive increases from pretest to posttest while the control group showed no change. These results provide direct evidence that the Life Skills program is achieving its stated objectives.

Summary

Results of the student outcome analyses have been presented and discussed for each age group of student participants. In order to summarize significant trends, the results will be examined across age groups and by type of variable.

Treatment Effects. Overall treatment effects will be addressed first. A summary of significant findings is presented in Table IV-22.

Table IV-22

Summary of Treatment Effects on
Repeated Measures Analyses of Covariance

Dependent Variable	Instrument	Age Group	Direction	p	Significance
Self Concept	Myself	EE	LS > C	.031	*
		UE	LS = C	.902	NS
		I	LS = C	.462	NS
		HS	LS = C	.648	NS
Interpersonal Skills	My Class School Life	EE	LS = C	.987	NS
		UE	LS = C	.830	NS
		I	LS > C	.009	*
		HS	LS = C	.674	NS
Classroom Climate	About Your Class	EE	LS = C	.366	NS
		UE	LS = C	.625	NS
		I	LS = C	.365	NS
		HS	LS = C	.166	NS
School Attitudes	Attitude Toward School	UE	LS = C	.369	NS
		I	C > LS	.017	*
		HS	LS = C	.492	NS
Drug Attitudes	My Opinion My Opinion on Drugs and Alcohol	UE	LS = C	.166	NS
		I	LS = C	.154	NS
		HS	LS = C	.746	NS
Lifetime Use	My Opinion My Opinion on Drugs and Alcohol	UE	LS = C	.675	NS
		I	LS = C	.581	NS
		HS	LS = C	.460	NS
Recent Use	My Opinion	UE	LS = C	.688	NS
Alcohol	My Opinion on Drugs and Alcohol	I	C > LS	.064	*
		HS	LS = C	.912	NS
Cigarettes		I	LS = C	.469	NS
		HS	LS = C	.348	NS
Marijuana		I	LS = C	.275	NS
		HS	LS = C	.290	NS

* Significant at $p < .05$ level.

For self concept at the early elementary level and interpersonal skills at the intermediate level, significant treatment effects were found favoring the Life Skills group. On use of alcohol at the intermediate level, results also favored the Life Skills group, since controls reported significantly higher levels of use. However, regarding school attitudes at the intermediate level, results favored the control group over the Life Skills group. Each of these findings was on a different variable, thus providing no evidence for any noteworthy trends. Overall, these results do not warrant any conclusive statements on treatment effects. There appears to be very little difference in the performance of the Life Skills and the control students.

Differences from Posttest I to Posttest II. The main effect measuring differences in scores for both student groups from posttest I to posttest II yielded a number of significant findings. A summary of these results is shown in Table IV-23. First, scores on self concept at the upper elementary level declined from posttest I to posttest II. This result was somewhat puzzling; no explanation could be hypothesized for this finding. On interpersonal skills, early elementary and intermediate students showed significantly positive changes from posttest I to posttest II. The intermediate students also evidenced increases in their scores on classroom climate during this time. A likely explanation for these findings may be maturational changes which effect how students interact with their peers at these ages.

Although not evident at all levels, recent use and overall lifetime use of drugs increased significantly from posttest I to posttest II for

Table IV-23

Summary of Changes from Posttest I to Posttest II
Over Both Experimental Groups

Dependent Variable	Instrument	Age Group	Direction	p	Significance
Self Concept	Myself	EE	PII = PI	.126	NS
		UE	PI > PII	.024	*
		I	PII = PI	.242	NS
		HS	PII = PI	.522	NS
Interpersonal Skills	My Class School Life	EE	PII > PI	.000	**
		UE	PII = PI	.153	NS
		I	PII > PI	.005	**
		HS	PII = PI	.373	NS
Classroom Climate	About Your Class	EE	PII = PI	.586	NS
		UE	PII = PI	.185	NS
		I	PII > PI	.000	**
		HS	PII = PI	.457	NS
School Attitudes	Attitude Toward School	UE	PII = PI	.929	NS
		I	PII = PI	.130	NS
		HS	PII = PI	.879	NS
Drug Attitudes	My Opinion My Opinion on Drugs and Alcohol	UE	PII = PI	.536	NS
		I	PII = PI	.107	NS
		HS	PII = PI	.159	NS
Lifetime Use	My Opinion My Opinion on Drugs and Alcohol	UE	PII > PI	.076	+
		I	PII = PI	.727	NS
		HS	PI > PII	.027	*
Recent Use	My Opinion	UE	PII > PI	.000	**
Alcohol	My Opinion on Drugs and Alcohol	I	PII > PI	.015	*
		HS	PII > PI	.063	+
Cigarettes		I	PII > PI	.011	*
		HS	PII = PI	.256	NS
Marijuana		I	PII = PI	.106	NS
		HS	PII = PI	.402	NS

+ Significant at $p < .10$ level.

* Significant at $p < .05$ level.

** Significant at $p < .005$ level.

the upper elementary students. Intermediate students showed significant increases in their use of alcohol, cigarettes, and amphetamines during this same time period, and high school students reported significant increases in their use of alcohol. These findings suggest that students in grades four to eight were experimenting more with readily assessible drugs such as alcohol, cigarettes, and amphetamines; high school students only showed increases in their use of alcohol.

One other significant change in scores from posttest I to posttest II was noted. At the high school level, lifetime use of drugs increased from posttest I to posttest II. Consideration of the small actual decreases in use scores and the hypothesis that high school students may have grown more cautious in reporting their actual drug use prompted the conclusion that this finding, although statistically significant, could not be considered practically significant.

Predictor Variables. The regression analyses examined the contributions of treatment, sex, and ethnicity in predicting performance on the dependent variables. A summary of significant findings is presented in Table IV-24.

Regression results on treatment as a predictor showed control students at the intermediate level to have higher predicted scores on both classroom climate and school attitude. The findings on school attitude paralleled those from the repeated measures analyses. On drug attitudes, the intermediate level controls had higher predicted scores, indicating more tolerance toward drug use and thus favoring the Life Skills group. No trends or patterns were evident in these findings.

Table IV-24

Summary of Regression Results by Predictor Variable

Predictor Variable	Dependent Variable	Instrument	Age Group	Result	p	Significance
Treatment	Classroom Climate	About Your Class	I	C > LS	.100	+
	School Attitudes	Attitudes Toward School	I	C > LS	.002	**
	Drug Attitudes	My Opinion on Drugs and Alcohol	I	C > LS	.019	*
Sex	Self Concept	Myself	I	F > M	.036	*
	Interpersonal Skills	School Life	I	F > M	.067	+
	School Attitudes	Attitudes Toward School	UE HS	F > M M > F	.001 .020	** *
	Drug Attitudes	My Opinion	UE	M > F	.000	**
		My Opinion on Drugs and Alcohol	HS	M > F	.016	*
	Lifetime Use	My Opinion	UE	M > F	.000	**
Ethnicity	Interpersonal Skills	School Life	UE	W > NW	.023	*
	School Attitudes	Attitudes Toward School	UE I	NW > W NW > W	.001 .005	** **
	Drug Attitudes	My Opinion on Drugs and Alcohol	HS	NW > W	.046	*

+ Significant at the $p < .10$ level.

* Significant at the $p < .05$ level.

** Significant at the $p < .005$ level.

The findings on sex as a predictor variable yielded somewhat more interesting results. On self concept and interpersonal skills at the intermediate level, females had higher predicted scores. However, the results regarding school attitudes were mixed. At the upper elementary level females scored better, but at the high school level males had higher predicted scores on school attitudes. More consistent findings were evident on drug attitudes. At both the upper elementary and high school levels, males had higher predicted scores on their tolerance for drug use. Males at the upper elementary level also had higher predicted lifetime use of drugs.

Ethnicity as a predictor showed mixed findings. Whites had higher predicted scores than nonwhites on interpersonal skills scores at the upper elementary level, but nonwhites at both the upper elementary and intermediate levels had higher predicted scores on school attitudes than whites. Nonwhites had higher predicted tolerance toward drug use than whites at the high school level.

Disruptive Behavior. Life Skills students at the early elementary and upper elementary levels were rated as evidencing significantly more changes toward less disruptive behavior from the pretest to the posttest than the control students. No significant differences were found on this variable at the intermediate or high school levels. These findings suggest that the Life Skills program may have a positive effect at the elementary levels in reducing disruptive behavior.

Observations of Affective Behaviors. The findings on observed student affective behaviors showed very encouraging findings. Life Skills

students were not only rated significantly higher than the controls on their affective behaviors, but they also showed positive increases from pretest to posttest while the control group showed no change. These results provide direct evidence that the Life Skills program is achieving its stated objectives.

Teacher Outcomes

Results of the teacher outcome evaluation are organized according to four major dependent variables. Test measures and their corresponding variables are listed in Table IV-25.

Table IV-25

Teacher Outcome Instruments and Dependent Variables

Dependent Variables	Instruments
Teacher Attitudes Toward Mental Health	Life Skills for Mental Health Opinion Survey
Teacher Use of Life Skills Program Teacher Perceptions of Program Benefits	Life Skills for Mental Health Teacher Survey
Teacher Affective Behaviors	Life Skills for Mental Health Classroom Observation Form

For each variable, data were analyzed according to the structure of the instrument. Findings are presented in the following sections.

Teacher Attitudes Toward Mental Health

Attitudes toward mental health were measured on the Life Skills for Mental Health Opinion Survey, a 13 item questionnaire administered to

both Life Skills and control teachers on a pre/post basis. Due to the wording of questions on this survey, it was not possible to construct a clearly defined continuum of scale scores reflecting entirely positive or negative attitudes toward mental health. Instead, item statistics for each question were computed and will be discussed individually.

Sample. The sample segments for this survey are shown in Table IV-26.

Table IV-26

Teacher Sample on the Life Skills for Mental Health Opinion Survey

	Pretest	Posttest
LS	N = 62	N = 50
C	N = 25	N = 15

Within each segment, the distribution across grade levels is described in Table IV-27. In any segment, a minimum of twelve percent of the teachers represented each grade level grouping.

Table IV-27

Percent of Teachers Falling Within Each Grade Level Grouping

	Pretest		Posttest	
	LS (N=62)	C (N=25)	LS (N=50)	C (N=15)
Early Elementary	.26	.12	.22	.20
Upper Elementary	.24	.28	.34	.20
Intermediate	.24	.44	.18	.40
High School	.26	.16	.26	.20

Findings. Item means and changes from pretest to posttest for the Mental Health Opinion Survey are presented in Table IV-28. The results are depicted graphically in Table IV-29. On most items, changes were small, and the means for the Life Skills and control groups were similar. However, in several cases results for the two groups varied considerably. On Item 1, Life Skills teachers moved slightly more toward agreement with the statement that "Good mental health is desirable but not absolutely essential for maximum classroom learning;" control teachers moved toward stronger disagreement with this statement. Item 8 was worded "Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others." Life Skills teachers tended to disagree with this statement more at the posttest than at the pretest; control teachers showed little change. Items 12 and 13 also produced some moderate shifts. Both Life Skills and control teachers expressed more disagreement at posttest than at pretest with the statement "It is extremely difficult to effectively integrate cognitive and affective education within the same curriculum activities." However, on Item 13, "Children in school should be exposed only to those values which are commonly held by our own society," control teachers disagreed more at posttest than pretest while Life Skills teachers remained relatively stable in their attitudes on this item.

Table IV-28

Item Means on the Life Skills for Mental Health Opinion Survey

Item*	Group	Pre	Post	Change
Q 1	LS	2.016	2.200	.184
	C	2.400	1.867	-.533
Q 2	LS	1.355	1.220	-.135
	C	1.440	1.267	-.173
Q 3	LS	2.283	2.440	.157
	C	2.583	2.467	-.116
Q 4	LS	1.419	1.440	.021
	C	1.560	1.600	.040
Q 5	LS	3.371	3.300	-.071
	C	3.417	3.267	-.015
Q 6	LS	3.214	3.109	-.105
	C	3.087	3.200	-.113
Q 7	LS	2.814	2.652	-.162
	C	2.565	2.400	-.165
Q 8	LS	2.650	2.222	-.428
	C	2.318	2.400	.082
Q 9	LS	1.828	1.644	-.184
	C	1.864	1.800	-.064
Q10	LS	3.288	3.370	.082
	C	3.130	3.200	.070
Q11	LS	2.933	3.043	.110
	C	2.818	2.933	.115
Q12	LS	1.797	1.630	-.167
	C	2.136	1.933	-.203
Q13	LS	1.586	1.500	-.086
	C	1.870	1.667	-.203

*See Table IV-29 for a listing of actual items.

Table IV-29

Item Findings on the Life Skills for
Mental Health Opinion Survey

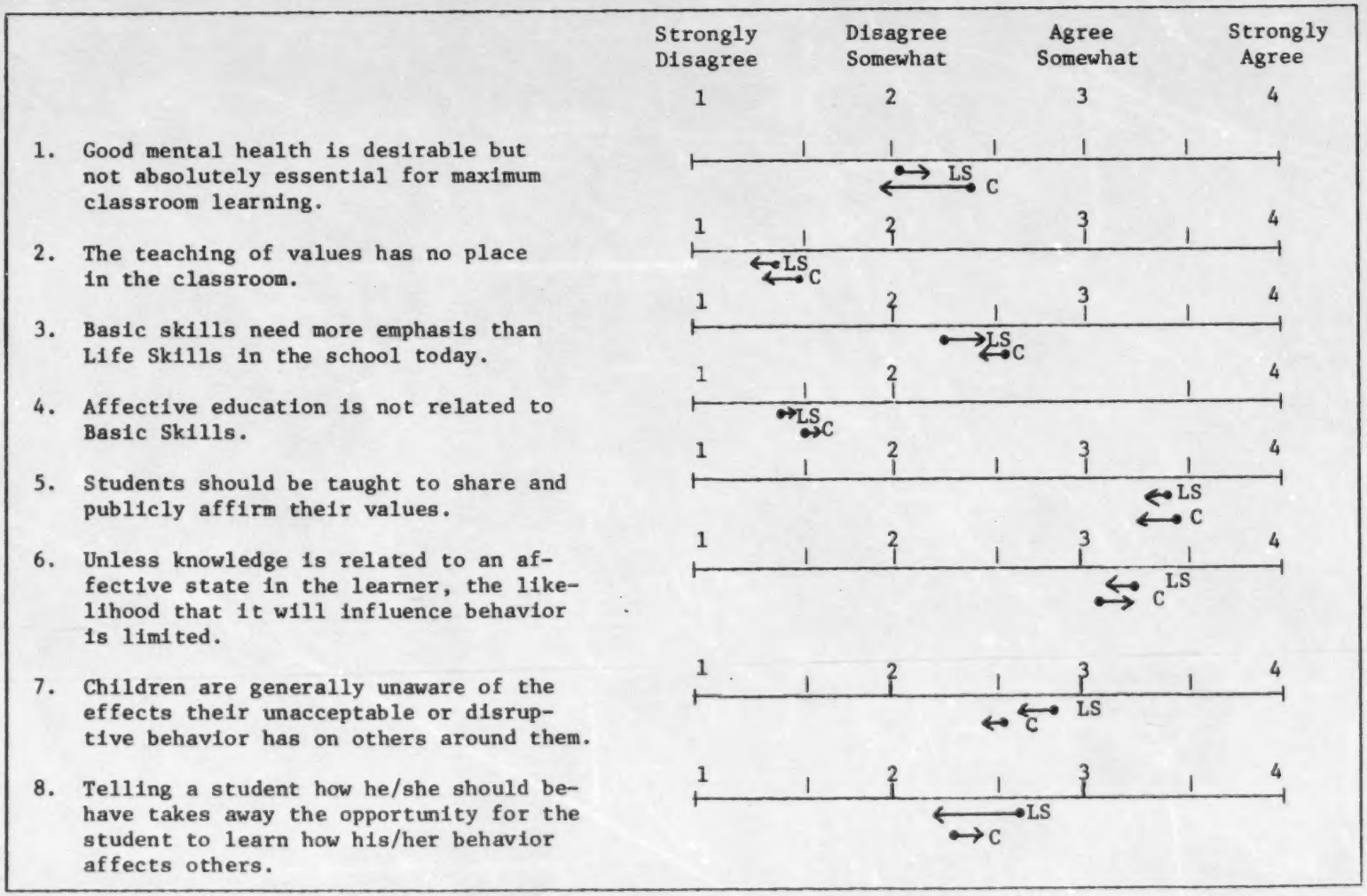
Strongly Disagree
Disagree Somewhat
Agree Somewhat
Strongly Agree
1
2
3
4
1. Good mental health is desirable but not absolutely essential for maximum classroom learning.
2. The teaching of values has no place in the classroom.
3. Basic skills need more emphasis than Life Skills in the school today.
4. Affective education is not related to Basic Skills.
5. Students should be taught to share and publicly affirm their values.
6. Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited.
7. Children are generally unaware of the effects their unacceptable or disruptive behavior has on others around them.
8. Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others.
LS
C

Table IV-29 (continued)

	Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
	1	2	3	4
9. It is wrong to teach children to accept personal characteristics which cannot be changed.		LS, C		
10. The way knowledge affects one's behavior occurs only in the degree to which the individual has discovered its personal meaning for himself or herself.			LS, C	
11. Whenever we solve, or attempt to solve, a problem for a student we take a learning opportunity away from the student.			LS, C	
12. It is extremely difficult to effectively integrate cognitive and affective education within the same curriculum activities.		LS, C		
13. Children in school should be exposed only to those values which are commonly held by our own society.		LS, C		

Teacher Use of Life Skills Program

The Life Skills for Mental Health Teacher Survey was administered to Life Skills teachers in order to collect feedback on the implementation of the Life Skills program. At the pretest, 60 Life Skills teachers completed this survey; thirty-three Life Skills teachers completed it at the posttest. In both the pretest and posttest teacher samples, approximately 12 percent taught at the early elementary level; the remainder were distributed evenly throughout the three upper levels.

Frequency of Use. Teachers were first asked how often they used mental health activities before they received Life Skills training. The average response was "Several times a month." Later, as teachers were just beginning to implement the Life Skills program, the average response to the question rose to "About once a week." Finally, at posttest, the rate of use was close to "Several times a week."

Type of Use. Life Skills activities can be implemented in a number of ways. Table IV-30 presents a summary of how the Life Skills teachers typically used the activities.

Table IV-30

Relative Use of Life Skills Activities

Use	Percent of Total	
	Pre	Post
Used as Separate Activities	27.5	28.4
Integrated with Classroom Lessons	43.5	50.1
Introduced at Teachable Moments	26.7	29.0
Other	20.1	26.00

At both pretest and posttest, about one half of the Life Skills activities were integrated with regular classroom lessons. Approximately one quarter were used as separate activities and another quarter were introduced at teachable moments. Other uses accounted for the final quarter.

Use and Usefulness of Strategies. Four strategies were included as a part of the Life Skills training. Teachers were asked to indicate how often they used these strategies and how useful they rated these strategies. Results are presented in Table IV-31.

Table IV-31

Mean Use and Ratings of Usefulness
for Life Skills Strategies

Strategy	Use*		Usefulness**	
	Pre	Post	Pre	Post
Listening for Feeling	3.98	3.82	3.58	3.42
Behavior Feedback	3.80	3.34	3.29	3.25
Role Playing	2.02	2.25	2.90	2.66
Values Clarification	3.05	2.88	3.19	3.13

*5 = Once a day or more, 4 = Several times a week, 3 = About once a week, 2 = Several times a month, 1 = Once a month or less.

**4 = Very useful, 3 = Useful, 2 = Somewhat useful, 1 = Not at all useful

Listening for feeling received the highest level of use (several times a week) and the highest ratings on usefulness. Behavior feedback was second on these dimensions; values clarification was third, and role playing fourth. For all four strategies, both use and perceived usefulness

showed slight declines from pretest to posttest, except for one case. The one exception was the use of role playing, which rose slightly from pretest to posttest.

Perceived Program Benefits. On the Life Skills for Mental Health Teacher Survey, Life Skills teachers also were asked to describe the changes they had observed in eight student behaviors since the introduction of the program. Scale scores then were computed for these eight ratings. On the pretest, the average overall score was 3.91, indicating that teachers perceived a positive change in their students' behaviors. On the posttest, the average score was 3.90. There was no significant difference in these scores from pretest to posttest ($t = .07$, $df = 81$, $p = .946$).

Teacher Affective Behaviors

The nature of teachers' affective behaviors was observed and rated on the Life Skills for Mental Health Classroom Observation Form, Section 6. Observers rated both Life Skills and control teachers on a series of 14 behaviors. Life Skills teachers were observed twice, once during a Life Skills activity and once during a regular lesson. Control classes were observed during a regular classroom period. Ratings on the 14 behaviors were combined into scale scores and compared using a 2x3 analysis of variance. Results are presented in Table IV-32.

The treatment group effect was found to be significant. Examination of the cell means shows that Life Skills teachers were rated highest on affective behaviors during their presentation of Life Skills activities,

Table IV-32

Results of Analysis of Variance on Observation Ratings of Teacher Affective Behaviors

Group	Pretest Mean	S.D.	Posttest Mean	S.D.	Main Effect	F	p	Significance
LS Activity	3.138	.522	3.118	.576	Treatment Group	9.935	.001	**
LS Regular	2.891	.579	2.986	.563	Pretest vs. Posttest	.013	.909	NS
Control	2.857	.630	2.676	.562				

**Significant at the $p < .005$ level.

but even during regular lessons the Life Skills teachers received higher ratings than the control teachers. No significant differences in the ratings were found from pretest to posttest.

Another variable related to affective behaviors was the relative time teachers spent using various modes of presentation in the classroom. Observers recorded this information during their stay in the classroom. Findings are presented in Table IV-33.

Table IV-33

Percent of Time Spent in Presentation Modes

Mode	Group	Percent of Time	
		Pre	Post
Lecture	LS	.182	.195
	C	.310	.080
Lecture/Discussion	LS	.442	.195
	C	.310	.067
Discussion	LS	.442	.414
	C	.262	.293
Question/Answer	LS	.364	.218
	C	.405	.187
Drill	LS	.091	.092
	C	.262	.067
Individualized Activities	LS	.273	.425
	C	.238	.267
Group Activities	LS	.201	.425
	C	.071	.253
Testing/Grading	LS	.032	.046
	C	.143	.120
Free Time	LS	.039	.080
	C	.095	.040
Other	LS	.299	.241
	C	.190	.160

The amount of lecture decreased considerably from pretest to posttest in control classes, and the amount of lecture/discussion decreased from pretest to posttest in both Life Skills and control classrooms. However, the amount of discussion was consistently higher in Life Skills classes. There also was a notable decrease in the amount of question/answer activities in control classes.

Individualized activities increased in Life Skills classrooms, and the time devoted to group activities increased in both control and Life Skills classrooms.

Summary

The teacher outcome findings revealed positive results on a number of dimensions related to program impact. First, the frequency of use of mental health activities among Life Skills teachers increased from several times a month before training to several times a week by the time of posttesting. A consistent increase in frequency of use could be observed from before training to pretest to posttest.

Of the Life Skills activities used, approximately 50 percent were integrated with classroom lessons, a high priority goal of the Life Skills training. About 25 percent were used as separate activities and another 25 percent were introduced at teachable moments.

Four strategies also were introduced in the Life Skills training. Generally, at both pretest and posttest, Life Skills teachers rated these strategies as useful. The teachers indicated that they included listening for feeling, behavior feedback, and values clarification in their

classroom activities from once to several times a week. Role playing was used several times a month.

When asked to describe changes they had observed in their students' behaviors since introduction of the Life Skills program, teachers rated these changes as positive, but little difference occurred in these ratings from pretest to posttest.

Perhaps the most encouraging results on teacher outcomes were found in the area of teacher affective behaviors. When rated by classroom observers on 14 affective behaviors related to classroom climate, Life Skills teachers received significantly higher ratings than control teachers. These affective behaviors relate directly to the stated goals for the Life Skills program.

V. CONCLUSIONS

Results of the Life Skills for Mental Health Evaluation Study have been discussed in the previous chapters. Both process and outcome evaluation findings have been presented. The process evaluation focused on documenting program development and monitoring implementation, while the outcome evaluation examined the impact of the Life Skills program on its participants. In this chapter, the final conclusions of the evaluation will be presented and related to implications for the continued development of the Life Skills program.

Process Evaluation

Five major conclusions resulted from the process evaluation findings. Each is discussed in detail in the following paragraphs.

- The Activity Guides are successful teaching instruments which motivate teachers to try the Life Skills activities in their classrooms.

The Activity Guides were originally developed through a collaborative effort of the Office of Prevention staff and the Joint Coordinating Committee. These Guides then were used as one of the major components of the training workshops and as a primary source of material for teachers implementing the Life Skills program. They were later reviewed by a Consumer Evaluation Panel, composed of teachers who had implemented Life Skills activities in their classrooms.

The Evaluation Panel results indicated that the Guides were well written, relevant, feasible for classroom use, and valuable as teaching

instruments. The teachers felt that the Guides motivated teachers to try the activities and that the activities were well received by students. The Evaluation Panel's primary suggestion for improving the Guides was to add a Key topic Index which would help teachers to quickly locate activities that deal with similar issues. However, overall, teachers reacted very favorably to the Guides.

- The Training of Trainers Workshops are successful in their attainment of objectives, in meeting participant expectations, and in providing opportunities for involvement and participation.

Training of Trainers Workshops were conducted to provide instruction to CMHC staff for training teachers in the Life Skills program. The CMHC participants completed evaluation forms at the end of each workshop to rate it on a number of variables.

Participants generally felt that all objectives had been achieved successfully, and that content areas covered in the workshops were informative. They indicated that the workshops met their expectations, and that ample opportunities were provided for involvement and participation.

Participants' only objections to the workshops focused on two areas: lack of preparation for dealing with school districts and the absence of follow-up workshops and technical assistance. Methods for alleviating these problems will be discussed in a later section of this chapter.

- The Training of Teachers Workshops are successful in their attainment of objectives and in motivating participating teachers to employ the Life Skills activities and strategies in their classrooms.

Training of Teachers Workshops were conducted by CMHC trainers to prepare teachers to implement the Life Skills program in their classrooms. Participating teachers completed evaluation forms at the end of each workshop, and they later responded to a follow-up survey on the training workshop and of their subsequent use of the Life Skills program.

Data from these sources indicated that the teachers felt the workshop had attained its objectives and that the workshop had motivated them to employ the Life Skills activities and strategies in their classrooms. Most were using the activities once a week or more, were employing the activities in a variety of ways, and felt the Life Skills activities were as effective as or more effective than similar mental health materials. The teachers also noted an increase in their use of the four Life Skills strategies.

Participants felt that they needed more help in integrating the Life Skills activities and strategies with their lesson plans and classroom content. Many suggested that follow-up workshops would be useful.

- The multi-level training and implementation system used to organize and administer the Life Skills program is relatively successful in accomplishing its objectives and in establishing good working relationships among the various agencies involved.

The coordination of the implementation of the Life Skills program revolved around a multi-level system, starting at the state level with the Department of Education and the Department of Human Resources (DHR) then filtering down through state level trainers and local trainers, finally to reach teachers in the local schools. In such a system,

opportunities for misunderstandings and interagency problems are great, yet the Life Skills implementation system has successfully avoided most of these potential pitfalls. A good working relationship between DHR, the Department of Education, and local agencies was established early. As training began, special efforts were made to establish linkages among all levels of trainers. On the local front, CMHC staff reported increased communication with other CMHCs in the state and with local school districts.

The success of the system in gaining cooperation of the CMHCs and in transmitting information about the Life Skills program is evident from its results. Twenty-five of the 34 CMHCs in the state of Georgia were participating in the Life Skills program during the three year evaluation, and as evidenced by previously discussed findings on the Training of Teachers Workshops, teachers were enthused about the program and were using the activities and strategies in their classrooms. Interviews with DHR and Department of Education representatives reinforced the optimistic outlook for the program.

Although the multi-level training system was quite successful in accomplishing its purposes, some difficulties did exist. Among these, the one of most concern was the establishment of initial linkages between CMHCs and local school districts. After CMHC staff had been trained by state level trainers, they often were very slow in gaining acceptance in the school districts and beginning workshops for teachers. CMHC staff lacked confidence in this area and noted the need for more technical assistance to aid in solving these problems.

- To most effectively implement the Life Skills program, a monitoring system and follow-up technical assistance plan are needed as standard elements of the implementation system.

Communications with the training teams and responses on follow-up evaluation questionnaires revealed several areas in which both trainers and teachers were encountering difficulties. After initial training, many CMHC training teams lacked confidence in their ability to train teachers and to establish contacts with school districts in order to schedule workshops. The lack of an established system for monitoring the activities of training teams and of school districts which had adopted the Life Skills program compounded these problems further. Teachers who had been trained in Life Skills reported the need for follow-up workshops which could be used to discuss classroom implementation problems and to concentrate on activities and strategies that needed clarification.

In an effort to resolve some of these problems, several steps were taken during the course of the evaluation study. Individual evaluations of selected workshops were conducted by RBS staff, a management information system was adopted for tracking teachers trained and school districts adopting the program, and follow-up workshops were conducted when possible. Although these efforts provided immediate response to some difficult problems, a more systematic approach is needed to insure continued effective implementation of the program.

Perhaps the best approach for insuring effective implementation would be (1) to continue or expand current monitoring activities and

(2) to provide more follow-up technical assistance. During the three years of this study, monitoring activities have included workshop evaluations and documentation of teacher and school district involvement. It is suggested that these activities be continued and perhaps expanded to include more in-depth monitoring of school district involvement and of the linkages between the CMHCs and school district personnel. It also is suggested that documentation of participant involvement be centralized so that the information is readily accessible for later use.

Regarding follow-up technical assistance, a number of possibilities exist to aid both teachers and trainers. One would be to increase the availability of follow-up workshops; another would be to establish a statewide network of trained personnel available to answer questions related to the Life Skills program; yet another approach would be to publish a newsletter on Life Skills activities which includes a special column on problems encountered and suggestions for solving them. Other possibilities exist. The important thing is to provide teachers and trainers with the maximum amount of support available in order to help them in implementing the Life Skills program.

Outcome Evaluation

Four major conclusions were drawn from the findings of the outcome evaluation. Each of these is discussed in detail below.

- The Life Skills program was effective in reducing disruptive behavior and increasing positive teacher and student affective behaviors.

On the two variables related most closely to the Life Skills objectives, affective behaviors and disruptive behaviors, the Life Skills program produced positive impact. Regarding affective behavior, students and teachers were independently observed and rated on a series of affective behaviors linked to the objectives of the Life Skills program. Results showed that Life Skills students were rated significantly higher than their control counterparts and that ratings for the Life Skills students increased significantly from pretest to posttest, while the control group ratings showed no increase during that time period. For teachers, the affective behavior ratings showed the Life Skills teachers to be significantly more affectively oriented than the control teachers.

Regarding disruptive behavior, teacher ratings showed significantly more changes toward less disruptive behavior from the pretest to the posttest for Life Skills students than for control students at the early elementary and upper elementary levels. Differences were not significant at the intermediate or high school levels.

These findings on affective behaviors and disruptive behaviors show some very positive effects of the Life Skills program. Both teachers and students were rated significantly higher on affective behaviors than their control counterparts. Since these behaviors are so closely tied to the Life Skills program objectives, these results provide direct evidence that the Life Skills program is achieving its stated objectives. Similarly, the reduction of disruptive behavior is a high priority goal of

the Life Skills program. The positive results at the elementary levels suggest that the Life Skills program may be especially effective when introduced in the early grades.

- Minimal support for effects of the Life Skills program in increasing student self concept, interpersonal skills, classroom climate, or attitudes toward school was found in this study.

Although occassional significant differences were found on some of these variables, no clear pattern emerged favoring either the Life Skills or the control group. Overall, the results did not warrant any conclusive statement on treatment effects relevant to the above variables.

One possible explanation for these findings is the relatively short exposure of students to the Life Skills program. Were the intensity and length of program exposure increased, patterns of differences on these variables might be more distinct.

- No evidence of support for effects of the Life Skills program in reducing drug or alcohol use was found in the study.

The Life Skills program was designed as an affective education program, focusing on intrapersonal and interpersonal skills. The program does not make any special effort to address drug and alcohol abuse, although teachers may occassionally include activities on this topic. Thus, any reduction in drug and alcohol abuse among Life Skills students would be an indirect effect of the program, attributable to students' increased ability to define their value structures and/or to deal with stressful situations. Since the reduction of drug and alcohol abuse is an indirect effect of the program, it may be expected to be a long-term effect rather than a short-term one.

- Previous findings on frequency of drug use and in differences between the sexes on drug attitudes and drug use were replicated.

Results of this evaluation showed significant increases from posttest I to posttest II in specific types of drug and alcohol use at all three levels at which these variables were measured--upper elementary, intermediate, and high school. These increases were evident in both the Life Skills and control groups, and they seem to follow a national trend of increasing alcohol and drug use at all age levels (Johnston, 1980). Findings on differences between the sexes also agreed with Johnston's findings: males tended to have a higher tolerance in their drug attitude scores, and higher predicted levels of drug use. As in most previous studies, ethnic group was not a significant predictor of drug and alcohol use.

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APPENDICES

APPENDIX A

PROCESS EVALUATION MATERIALS

TRAINING OF TRAINERS WORKSHOP EVALUATION INSTRUMENT

TEACHER TRAINING WORKSHOP EVALUATION INSTRUMENT

LIFE SKILLS TRAINING WORKSHOP ATTITUDE CHANGE MEASURE

LIFE SKILLS FOR MENTAL HEALTH EVALUATION PANEL QUESTIONNAIRE

SUMMARY OF CONSUMER EVALUATION PANEL FINDINGS

LIFE SKILLS FOR MENTAL HEALTH TRAINING WORKSHOP REGISTRATION FORM

LIFE SKILLS FOR MENTAL HEALTH FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

SPRING 1979 RESULTS OF FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

TRAINING OF TRAINERS WORKSHOP

EVALUATION INSTRUMENT

LIFE SKILLS FOR MENTAL HEALTH
TRAINING OF TRAINERS WORKSHOP

WORKSHOP EVALUATION

Age: ___ under 25 ___ 25-34 ___ 35-45 ___ over 45

Education: ___ degree ___ years toward advanced degree

Field: ___ Mental Health ___ Education ___ Other (specify) ___

Years experience in present or related fields: ___

A. ATTAINMENT OF WORKSHOP OBJECTIVES

The planned objectives for this workshop are listed below. Please circle the number which indicates how well you feel each objective was attained.

	Objectives:	Very Successful		Uncertain		Very Unsuccessful
1.	To increase understanding of the importance of affective education.	5	4	3	2	1
2.	To increase understanding of the relationship between affective and cognitive learning.	5	4	3	2	1
3.	To reinforce the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	5	4	3	2	1
4.	To introduce and demonstrate selected classroom activities in the Life Skills Program.	5	4	3	2	1
5.	To facilitate trainers' personal knowledge and skill in Life Skills Strategies.	5	4	3	2	1
6.	To develop and/or increase trainers' confidence in their ability to conduct Life Skills teacher inservice workshops.	5	4	3	2	1
7.	To provide resources for additional training, consultation and materials.	5	4	3	2	1

B. TEACHING TECHNIQUES

Please circle the number which indicates, in your opinion, the effectiveness of each technique. How well did each technique facilitate your learning?

		Very Effective		Uncertain		Very Ineffective
1.	Lecture	5	4	3	2	1
2.	Group Discussion	5	4	3	2	1
3.	Skill practice exercises:					
	a. Listening for Feeling	5	4	3	2	1
	b. Behavior Feedback	5	4	3	2	1
	c. Values Clarification	5	4	3	2	1
	d. Role-Playing	5	4	3	2	1
	e. Developing Lesson Plans	5	4	3	2	1
4.	Slide/Sound Presentation	5	4	3	2	1
5.	Handouts	5	4	3	2	1

C. CONTENT

Please circle the number which indicates how informative you found each topic. That is, how much did you learn about each? If you were familiar with the material and therefore didn't learn much that was new, please check first column.

		Already Familiar	Very Informative		Uncertain		Very Uninformative
1.	Rationale and Objectives of Life Skills Program	___	5	4	3	2	1
2.	Listening for Feeling Strategy	___	5	4	3	2	1
3.	Behavior Feedback	___	5	4	3	2	1
4.	Values Clarification	___	5	4	3	2	1
5.	Role Playing	___	5	4	3	2	1
6.	Demonstration of Life Skills activities	___	5	4	3	2	1
7.	Explanation of Affective Integration	___	5	4	3	2	1
8.	Developing Affective integrated lesson plans	___	5	4	3	2	1
9.	Evaluation of Life Skills	___	5	4	3	2	1
10.	Guidelines and format for teacher inservice	___	5	4	3	2	1
11.	Tips for Trainers	___	5	4	3	2	1

D. EVALUATING THE TOTAL EXPERIENCE

1. How do you feel about the workshop?

Very Pleased		Uncertain		Very Displeased
5	4	3	2	1

2. To what extent was the workshop successful in meeting your expectations?

Very Successful		Uncertain		Very Unsuccessful
5	4	3	2	1

Comments:

3. How satisfied were you with the opportunity for participation?

Very Satisfied		Uncertain		Very Dissatisfied
5	4	3	2	1

Comments:

4. What was your major reason for coming to the workshop?

5. a. What one aspect of the workshop was *most* helpful to you?

   b. Was there one aspect that was *least* (or less) helpful? If so, what? And why? Please describe.

6. How much of the material presented in the workshop will be helpful to you as a classroom teacher?

   ___ All ___ Most ___ Some ___ None

7. List ways the workshop could have been improved to have made it a richer learning experience for you, or to have better prepared you to conduct the Life Skills inservice workshop for teachers.

8. What other topics or issues would you like to see addressed in future workshops?

9. What comments do you have about the general structure of the workshop? (Consider facilities, number of people, length, amount of material covered).

10. General Comments or suggestions. (Use back of page if you need more space.)

E. EVALUATING THE WORKSHOP LEADERS

To help us improve our training skills, please evaluate the workshop leaders in each of the following five areas:

1. Preparation: Was trainer prepared for his/her presentation?
2. Knowledge: Did trainer convey understanding of the content of his/her presentation?
3. Skill: Did trainer model the skills being taught?
4. Application: Did trainer convey an understanding of application of skills to the classroom?
5. Effectiveness: How effective was trainer's style in facilitating *your* learning?

Please rate each trainer independently (not in comparison to other trainers) on a scale of 5 (high) to 1 (low).

		RATINGS			
		_____ name	_____ name	_____ name	_____ name
1.	Preparation	_____	_____	_____	_____
2.	Knowledge	_____	_____	_____	_____
3.	Skill	_____	_____	_____	_____
4.	Application	_____	_____	_____	_____
5.	Effectiveness	_____	_____	_____	_____

Please offer suggestions which you feel will help specific trainers increase their effectiveness. (You may use Behavior Feedback statements. Use back of page if you need more space.)

THANKS FOR YOUR PARTICIPATION!

TEACHER TRAINING WORKSHOP

EVALUATION INSTRUMENT

LIFE SKILLS FOR MENTAL HEALTH

TRAINING WORKSHOP EVALUATION

School System _____ Date _____

Subject/Specialty Area _____ Grade Level _____

No. of Years Teaching Experience _____

A ATTAINMENT OF WORKSHOP OBJECTIVES

The planned objectives for this workshop are listed below. Please circle the number which indicates how well you feel each objective was attained.

	Objectives:	Very Successful		Uncertain		Very Unsuccessful
1.	To create an awareness of the importance of affective education.	5	4	3	2	1
2.	To increase understanding of the relationship between affective and cognitive learning.	5	4	3	2	1
3.	To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	5	4	3	2	1
4.	To introduce and demonstrate selected activities in the Life Skills Program.	5	4	3	2	1
5.	To facilitate personal knowledge and skill in the four Life Skills Strategies.	5	4	3	2	1
6.	To develop and/or increase personal confidence in the ability to conduct Life Skills activities.	5	4	3	2	1
7.	To provide resources for additional training, consultation and materials.	5	4	3	2	1

B. TEACHING TECHNIQUES

Please circle the number which indicates, in your opinion, the effectiveness of each technique. How well did each technique facilitate your learning?

		Very Effective		Uncertain		Very Ineffective
1.	Lecture	5	4	3	2	1
2.	Group Discussion	5	4	3	2	1
3.	Skill practice exercises:					
	a. Listening for Feeling	5	4	3	2	1
	b. Behavior Feedback	5	4	3	2	1
	c. Values Clarification	5	4	3	2	1
	c. Role-Playing	5	4	3	2	1
	e. Developing Lesson Plans	5	4	3	2	1
4.	Slide/Sound Presentation	5	4	3	2	1
5.	Handouts	5	4	3	2	1

C. CONTENT

Please circle the number which indicates how informative you found each topic. That is, how much did you learn about each? If you were familiar with the material and therefore didn't learn much that was new, please check first column.

		Already Familiar	Very Informative		Uncertain		Very Uninformative
1.	Rationale and Objectives of Life Skills Program	___	5	4	3	2	1
2.	Listening for Feeling Strategy	___	5	4	3	2	1
3.	Behavior Feedback	___	5	4	3	2	1
4.	Values Clarification	___	5	4	3	2	1
5.	Role Playing	___	5	4	3	2	1
6.	Demonstration of Life Skills activities	___	5	4	3	2	1
7.	Explanation of Affective Integration	___	5	4	3	2	1
8.	Developing Affective integrated lesson plans	___	5	4	3	2	1
9.	Follow-up services/resources	___	5	4	3	2	1

D. EVALUATING THE TOTAL EXPERIENCE

1. How do you feel about the workshop?

Very Pleased		Uncertain		Very Displeased
5	4	3	2	1

2. To what extent was the workshop successful in meeting your expectations?

Very Successful		Uncertain		Very Unsuccessful
5	4	3	2	1

3. How satisfied were you with the opportunity for active participation in the workshop activitives?

Very Satisfied		Uncertain		Very Dissatisfied
5	4	3	2	1

4. How informed do you now feel about the Life Skills program?

Very Informed		Uncertain		Very Uninformed
5	4	3	2	1

5. How comfortable do you now feel with your ability to implement and conduct the Life Skills program?

Very Comforable		Uncertain		Very Uncomfortable
5	4	3	2	1

6. What was your major reason for coming to the workshop?

7. a. What one aspect of the workshop was most helpful to you?

   b. Was there one aspect that was *least* (or less) helpful? If so, what? And why? Please describe.

8. How much of the material presented in the workshop will be helpful to you in your profession?
   ___ All ___ Most ___ Some ___ None

9. List ways the workshop could have been improved to have made it a richer learning experience for you, or to have better prepared you to use the Life Skills program.

10. What other topics or issues would you like to see addressed in future workshops?

11. What comments do you have about the general structure of the workshop? (Consider facilities, number of people, length, amount of material covered).

12. General Comments or suggestions. (Use back of page if you need more space.)

E EVALUATING THE WORKSHOP LEADERS

To help us improve our training skills, please evaluate the workshop leaders in each of the following five areas:

1. Preparation: Was trainer prepared for his/her presentation?
2. Knowledge: Did trainer convey understanding of the content of his/her presentation?
3. Skill: Did trainer model the skills being taught?
4. Application: Did trainer convey an understanding of the practical application of the skills taught?
5. Effectiveness: How effective was trainer's style in facilitating *your* learning?

Please rate each trainer independently (not in comparison to other trainers) on a scale of 5 (high) to 1 (low).

RATINGS

	name	name	name	name
1. Preparation				
2. Knowledge				
3. Skill				
4. Application				
5. Effectiveness				

Please offer suggestions which you feel will help specific trainers increase their effectiveness. (You may use Behavior-Feedback statements.)

THANKS FOR YOUR PARTICIPATION!

LIFE SKILLS TRAINING WORKSHOP

ATTITUDE CHANGE MEASURE

Name: _____

LIFE SKILLS FOR MENTAL HEALTH
TRAINING OF TRAINERS WORKSHOP

JULY 10-12, 1978

Age: _____under 25 _____25-34 _____35-45 _____over 45

Education: _____degree _____years toward advanced degree

Field: _____Mental Health _____Education _____Other (specify)_____

Years experience in present or related fields: _____

The following statements represent commonly held opinions in the fields of education and mental health. Since these are only opinions, there are no correct or incorrect responses possible. For each statement below, please check the response which indicates most closely the extent to which you agree or disagree with the opinion stated.

1. Counselors are more responsible than teachers for the mental health of students.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

2. Good mental health is desirable but not absolutely essential for maximum classroom learning.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

3. The teaching of values has no place in the classroom.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

4. When children are taught to express feelings, they can lose control.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

5. Basic Skills need more emphasis than Life Skills in the schools today.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

6. The time spent in school each day is not enough to change anyone's behavior.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

7. Affective education is not related to Basic Skills.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

8. Life Skills is best taught as a separate course and not integrated with other content areas.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

9. Students should be taught to share and publicly affirm their values.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

10. Students should be taught to act upon their values.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

11. The cognitive and the affective are completely different realms and evolve independently and uniquely within each individual.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

12. Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

13. Children are generally unaware of the effects their unacceptable or disruptive behavior has on others around them.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

14. Disruptive behavior when dealt with in a punitive way, often increases.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

15. Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

16. It is nearly impossible to encourage behavioral change without risk of damage to the student's self-concept, or to the teacher's relationship with the student.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

17. Students should be taught to choose their values from among varied alternatives.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

18. The teaching of personal values should be relegated to the home and not the schools.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

19. It is wrong to teach children to accept personal characteristics which cannot be changed.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

20. A function of the schools should be that of preparing students to deal with conflicting and changing values and to be able to make their own value decisions.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

21. The way knowledge affects one's behavior occurs only in the degree to which the individual has discovered its personal meaning for himself or herself.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

22. It is important to openly express feelings to others rather than camouflage them.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

23. Whenever we solve, or attempt to solve, a problem for a student we take a learning opportunity away from the student.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

24. A person who is unsure or unaware of his own feelings and values will not be successful in solving his own problems or in leading a productive satisfying life.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

25. There are some school subjects today that can be taught as either having cognitive or affective content.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

26. Teaching in the cognitive area is a more important role for the schools than teaching in the affective area.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

27. It is extremely difficult to effectively integrate cognitive and affective education within the same curriculum activities.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

28. It should not be the role of the school to encourage students to openly express feelings and values which are of a personal nature.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

29. Children in school should be exposed only to those values which are commonly held by our own society.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

LIFE SKILLS FOR MENTAL HEALTH EVALUATION

PANEL QUESTIONNAIRE

EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name _____ Sex _____

Address (Business) _____

_____ Phone: _____

(Home) _____

_____ Phone: _____

School System _____

Subject/Specialty Area _____

Grade Level _____

Levels of Leader's Guide Used ___

Age _____ under 25 _____ 25-34 _____ 35-45 _____ over 45

Education _____

Years Experience in Present Field _____

Date Trained in Life Skills Program _____

Where Trained in Life Skills Program _____

Why did you decide to participate in the Life Skills Training?

_____

_____

_____

_____

Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

(2) How do you use the Guides now in the classroom?

(3) Where do you keep your copy of the Guides?

OVERALL PROGRAM USE (continued)

(4) What kinds of problems have you encountered in implementing the Guides?

(5) What have been the reactions of students, parents and other teachers to your use of the Guides?

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree, 1 = strongly disagree

1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive). 5 4 3 2 1
   Comments:

2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life. 5 4 3 2 1
   Comments:

3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values. 5 4 3 2 1
   Comments:

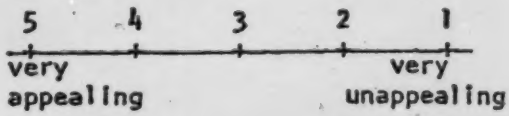
RATIONALE (continued)

4. Many young people have a hard time understanding or expressing their feelings productively. Comments:	5	4	3	2	1
5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships. Comments:	5	4	3	2	1
6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems. Comments:	5	4	3	2	1

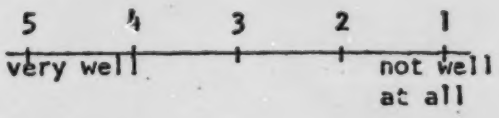
III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

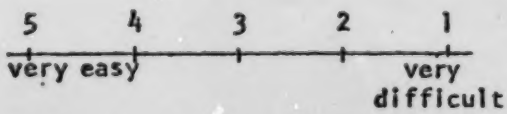
1. How artistically appealing is the Guide to you?
   Comments:



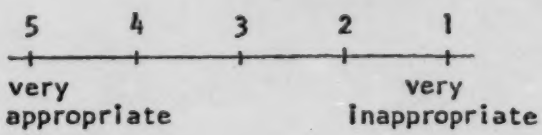
2. How well do you think the various sections of the Guide fit together?
   Comments:



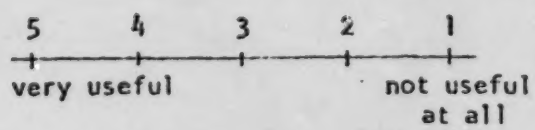
3. How easy is it for you to find activities you want in the Guide?
   Comments:



4. How appropriate do you find the order of presentation of materials in the Guide?
   Comments:



5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
   Comments:



FORMAT (continued)

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

5 4 3 2 1
very important ... very unimportant

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5 4 3 2 1
very useful ... not useful at all

8. How useful do you find the Additional Readings section of the Guide?
Comments:

5 4 3 2 1
very useful ... not useful at all

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

5 4 3 2 1
very appropriate ... very inappropriate

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:

5 4 3 2 1
very helpful ... not helpful at all

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
   Comments:

5 — 4 — 3 — 2 — 1
very well ... very poorly

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
   Comments:

5 — 4 — 3 — 2 — 1
very adequately ... very inadequately

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
   Comments:

5 — 4 — 3 — 2 — 1
very high ... very low

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
   Comments:

5 — 4 — 3 — 2 — 1
very high ... very low

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?
Comments:

5 4 3 2 1
very feasible ... very infeasible

6. How relevant are the activities in the Guide for the needs and interests of your students?
Comments:

5 4 3 2 1
very relevant ... very irrelevant

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?
Comments:

5 4 3 2 1
very appropriate ... very inappropriate

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?
Comments:

5 4 3 2 1
very clear ... very unclear

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

Listening for Feeling ____

Behavior Feedback ____

Values Clarification ____

Role Playing ____

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never	Seldom	Occassionally	Frequently	Continually
	1	2	3	4	5
Listening for Feeling	____	____	____	____	____
Behavior Feedback	____	____	____	____	____
Values Clarification	____	____	____	____	____
Role Playing	____	____	____	____	____

Figure 1

ACTIVITIES - EVALUATION PANEL

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide _____

	ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	S
Self								
Feelings								
Others								

ACTIVITIES - EVALUATION PANEL

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently, 5 = Always

1. When you use the activities to what extent to you spend at least one-half hour on an activity?	1	2	3	4	5
2. When you use the activities to what extent do you allow time for discussion as part of the activity?	1	2	3	4	5
3. When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity?	1	2	3	4	5
4. When you use the activities to what extent do you post a list of simple rules which the class agrees to follow?	1	2	3	4	5
5. When you use the activities to what extent do you participate in the activities?	1	2	3	4	5
6. When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to?	1	2	3	4	5
7. When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned?	1	2	3	4	5

8. When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?	1	2	3	4	5
9. In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?	1	2	3	4	5

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

ANECDOTES (continued)

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

ANECDOTES (continued)

5. If you were to recommend any changes in the Life Skills Activities Guides, what would they be?

SUMMARY OF CONSUMER EVALUATION PANEL FINDINGS

SUMMARY OF CONSUMER EVALUATION PANEL FINDINGS

Georgia Life Skills for Mental Health Evaluation Project
Research for Better Schools, Inc.

On Sat., October 28, 1978, we held an Evaluation Panel Review in Macon,Ga. We invited 14 teachers who had been trained in Life Skills last year. We asked them for an extensive review of the Leader's Guides. Here are some specific suggestions they had.

1. They asked that the Guides be handed out at the beginning of the training sessions. They felt that this was particularly important when classroom time occurs between training sessions.

2. They wanted to use more activities from the Guides during the training sessions so they can see them in action. This also gives the teachers a chance to try the activities either during the training sessions or in intervening classroom time.

3. They felt the need for a Keyword Index. This has nothing to do with the training sessions, of course. It is mentioned so that you can tell them that the Life Skills staff is aware of the problem.

4. They wanted more activities. Perhaps you could stress that the Guides are just a beginning--encourage the teachers to make up and try their own activities--or to consult the extra readings in the Appendix for other activities. A Newsletter has been proposed--you might give it a "plug" during the training sessions.

5. Some teachers felt that the 5-8 level Guide had too great a span. Some of the activities (e.g., writing an essay) were too hard for K and 1st graders. Primary grade teachers might be alerted to this problem and urged to contribute their own activities to the Newsletter.

6. The teachers wanted to go over the Guides during the training sessions. The Helpful Hints part might be good for this--it has ideas for opening and closing Life Skills activities and general guidelines for use in the classroom.

7. The teachers wanted some examples of "probing" questions they could use at the end of sessions--and they wanted to see the questions in action so they could "model" the trainers' behavior.

8. The teachers wanted the trainers to bring any materials they had to the sessions so they could look them over--i.e., they wanted the trainers to share resources.

9. The teachers felt they needed help in anticipating problems they would encounter and suggestions for dealing with the problems. Sample problems were: young children copying each other--e.g., they all "feel sad"; exercises turning into put-downs; children giggling etc. when other children share their feelings; occasions when behavior feedback doesn't work.

Our evaluation is attempting to gain information for feedback to the Life Skills staff. Are there any areas of information you are interested in?

LIFE SKILLS FOR MENTAL HEALTH TRAINING

WORKSHOP REGISTRATION FORM

LIFE SKILLS FOR MENTAL HEALTH

Training Workshop — Registration Form

Name: Mr / Ms _____ (Last) _____ (First) _____ (Middle)

Job Title (occupation _____

Business Address _____ _____

_____ Phone _____

Home Address _____

_____ Phone _____

Date of present Life Skills Workshop _____ Location _____

Why did you decide to participate in the Life Skills for Mental Health Training?

_____

_____

Organization sponsoring your participation _____

With what groups of young people (e.g., Scouts, Sunday School classes) will you be using the Life Skills Activity Guides? _____

What age levels? _____

Have you had previous training in any of the following areas (check all that apply)?

- ☐ Values Clarification
- ☐ Role Playing
- ☐ P.E.T./T.E.T.
- ☐ Communication Skills
- ☐ Assertiveness training
- ☐ Other similar programs (please specify)

Years experience in present field _____

Education _____ Major _____

Age: _____ under 25 _____ 25-34 _____ 35-45 _____ over 45

For Teachers

School System _____ School _____

Subject/Speciality Area _____ Grade Level _____

LIFE SKILLS FOR MENTAL HEALTH FOLLOW-UP

SURVEY ON TEACHER TRAINING WORKSHOP

LIFE SKILLS FOR MENTAL HEALTH

FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

Name (Optional) _____ Date _____

School System _____ Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience _____

This questionnaire is a follow-up on the Life Skills Teacher Training Workshop that you attended. Its purpose is to collect feedback for improving future workshops. Please answer each question as honestly and completely as possible. When you have completed the questionnaire, please place it in the enclosed postage-paid envelope and return to RBS. Thank you.

Part I: Use of Life Skills Activities

1. Which Life Skills Activity Guide do you use? (Circle your answer.)

   A. Ages 5-8
   B. Ages 9-11
   C. Ages 12-14
   D. Ages 15-18

2. On the average, how often do you use Life Skills activities in your classroom? (Circle your answer.)

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

3. Which of the Life Skills activities have you found the most helpful? Please name or describe these activities. (List page numbers when possible.)

4. Have you tried any variations of the Life Skills activities or created any of your own similar activities? Please describe.

5. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories:

_____ %	Integrated with classroom lessons
_____ %	Used as separate activities
_____ %	Introduced at teachable moments
_____ %	Other: _____
100%	

6. Four strategies were introduced in the workshop you attended. Please indicate how often you have used each of these strategies - before the workshop and now, after the workshop.

For each of the strategies, circle the letter that best indicates how often you have used this strategy.

A.- Once a day or more
B - Several times a week
C - About once a week
D - Several times a month
E - Once a month or less

	Before Workshop					After Workshop				
Listening for Feeling	A	B	C	D	E	A	B	C	D	E
Behavior Feedback	A	B	C	D	E	A	B	C	D	E
Role Playing	A	B	C	D	E	A	B	C	D	E
Values Clarification	A	B	C	D	E	A	B	C	D	E

7. How do the Life Skills activities compare to similar materials you have used in your classroom that deal with feelings, values or emotions? Circle your answer.

A. The Life Skills activities are more effective.
B. The Life Skills activities are just as effective.
C. The Life Skills activities are less effective.
D. The Life Skills activities address different topics and cannot be compared to other materials.
E. I have not used other affective materials.

Comments:

Part II: Student Response to Life Skills Activities

8. How has (have) your class(es) responded to the Life Skills activities?

   A. Very positively
   B. Positively
   C. Neutral
   D. Negatively
   E. Very negatively

   Comments:

9. Since you began using the Life Skills activities and strategies, have you noted any changes in your students in the following areas?

   For each area, circle the letter that best indicates the degree and direction of change you have observed.

   A. Very positive change
   B. Positive change
   C. No change
   D. Negative change
   E. Very negative change

Behavior	Degree of Change
Students' ability to express their feelings.	A B C D E
Students' ability to accept their feelings.	A B C D E
Students' ability to accept the feelings of others.	A B C D E
Students' ability to accept the values of others.	A B C D E
Students' self-confidence and self-awareness.	A B C D E
Students' ability to get along with one another.	A B C D E
Students' ability to cooperate and relate to you (the teacher).	A B C D E
Students' ability to control their behavior and solve problems before they become major disruptions.	A B C D E

10. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

Part III: Usefulness of the Workshop

11. How much of the material presented in the workshop was new to you?

    A. All
    B. Most
    C. Some
    D. None

12. How much of the material presented in the workshop has been helpful to you?

    A. All
    B. Most
    C. Some
    D. None

13. Did the workshop meet your expectations?

    A. It was exactly what I expected.
    B. It was close to what I expected.
    C. It was different from what I expected.
    D. It was very different from what I expected.

Comments:

14. What is the <u>one</u> aspect of the workshop that has been <u>most</u> useful to you?

15. What is the <u>one</u> aspect that was <u>least</u> useful to you?

16. How highly would you rate the success of the workshop in helping you to integrate the Life Skills activities and strategies with your lesson plans and classroom content?

    A. Very high success
    B. High success
    C. Medium success
    D. Low success
    E. Very low success

17. What additional topics do you think should be covered in future Life Skills Teacher Training Workshops? Should any topics be eliminated?

18. Was your attendance at the Life Skills Teacher Training Workshop voluntary or required?

    A. Voluntary
    B. Required

19. Did you receive any type of credit for the Life Skills Teacher Training workshop? (Circle all that apply.)

    A. Certification renewal credit.
    B. Local school system staff development credit.
    C. Coursework credit through a college or university.
    D. No credit options were available.

20.1 In what format was your Life Skills workshop presented?

_____ One day workshop
_____ Two day workshop
_____ One day workshop with later follow-ups
_____ Two day workshop with later follow-ups
_____ Several Saturday sessions
_____ Several evening sessions
_____ Other _____

20.2 Would you have preferred a different format?

_____ No. I was satisfied with the format.
_____ Yes. I would have preferred:

_____ One day workshop
_____ Two day workshop
_____ One day workshop with later follow-ups
_____ Two day workshop with later follow-ups
_____ Several Saturday sessions
_____ Several evening sessions
_____ Other _____

21. The planned objectives of the teacher training workshop are listed below. Based on your experience with the Life Skills activities in your classroom, please circle the number which indicates how well you feel each objective was attained.

Objectives:	Very Successful		Uncertain		Very Unsuccessful
To create an awareness of the importance of affective education.	A	B	C	D	E
To increase understanding of the relationship between affective and cognitive learning.	A	B	C	D	E
To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	A	B	C	D	E
To introduce and demonstrate selected classroom activities in the Life Skills Program.	A	B	C	D	E

Objectives:	Very Successful		Uncertain		Very Unsuccessful
To facilitate teachers' personal knowledge and skill in the four Life Skill Strategies.	A	B	C	D	E
To develop and/or increase teachers' confidence in their ability to conduct Life Skills activities.	A	B	C	D	E
To provide resources for additional training, consultation and materials.	A	B	C	D	E

22. As a group, how would you rate the ability of the workshop trainers?

    A. Very high
    B. High
    C. Medium
    D. Low
    E. Very low

Comments:

23. Additional comments on any aspect of the Life Skills workshop or materials would be appreciated.

SPRING 1979 RESULTS OF FOLLOW-UP SURVEY

ON TEACHER TRAINING WORKSHOP

LIFE SKILLS FOR MENTAL HEALTH

FOLLOW-UP SURVEY ON TEACHER TRAINING WORKSHOP

Name (Optional) _____ Date Spring, 1979

School System 23 Schools Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience _____ Mean = 10.5 Range = 2 to 33

This questionnaire is a follow-up on the Life Skills Teacher Training Workshop that you attended. Its purpose is to collect feedback for improving future workshops. Please answer each question as honestly and completely as possible. When you have completed the questionnaire, please place it in the enclosed postage-paid envelope and return to RBS. Thank you.

Subject	
Elementary Education	10
Early Childhood	3
English	4
PE and Health	3
Social Studies	5
Special Education	4
Math	5
Language Arts and Reading	5
Other	13
No Response	8
Total	60

Grade Level	
Primary	13
Middle School	17
Junior High	15
Senior High	4
Other	8
No Response	3
Total	60

Part I: Use of Life Skills Activities

Percent

1. Which Life Skills Activity Guide do you use? (Circle your answer.)

34 A. Ages 5-8
23 B. Ages 9-11
31 C. Ages 12-14
13 D. Ages 15-18

Percent

2. On the average, how often do you use Life Skills activities in your classroom? (Circle your answer.)

21 A. Once a day or more
26 B. Several times a week
17 C. About once a week
15 D. Several times a month
21 E. Once a month or less

3. Which of the Life Skills activities have you found the most helpful? Please name or describe these activities. (List page numbers when possible.)

4. Have you tried any variations of the Life Skills activities or created any of your own similar activities? Please describe.

5. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories:

Mean Percent

31	%	Integrated with classroom lessons
25	%	Used as separate activities
19	%	Introduced at teachable moments
06	%	Other: _____
100%		

6. Four strategies were introduced in the workshop you attended. Please indicate how often you have used each of these strategies - before the workshop and now, after the workshop.

For each of the strategies, circle the letter that best indicates how often you have used this strategy.

See attached summaries

A.- Once a day or more
B - Several times a week
C - About once a week
D - Several times a month
E - Once a month or less

	Before Workshop					After Workshop				
Listening for Feeling	A	B	C	D	E	A	B	C	D	E
Behavior Feedback	A	B	C	D	E	A	B	C	D	E
Role Playing	A	B	C	D	E	A	B	C	D	E
Values Clarification	A	B	C	D	E	A	B	C	D	E

7. How do the Life Skills activities compare to similar materials you have used in your classroom that deal with feelings, values or emotions? Circle your answer.

Percent

31 A. The Life Skills activities are more effective.
50 B. The Life Skills activities are just as effective.
05 C. The Life Skills activities are less effective.
07 D. The Life Skills activities address different topics and cannot be compared to other materials.
07 E. I have not used other affective materials.

Comments:

6. FREQUENCY OF USE OF LIFE SKILLS STRATEGIES

	Percent	
Listening for Feeling	Before	After
A. Once a day or more	26	48
B. Several times a week	29	34
C. About once a week	16	05
D. Several times a month	15	07
E. Once a month or less	15	05
Behavior Feedback		
A. Once a day or more	07	31
B. Several times a week	26	46
C. About once a week	28	07
D. Several times a month	13	11
E. Once a month or less	26	06
Role Playing		
A. Once a day or more	06	09
B. Several times a week	02	16
C. About once a week	13	20
D. Several times a month	24	21
E. Once a month or less	57	34
Value Clarification		
A. Once a day or more	06	17
B. Several times a week	11	22
C. About once a week	20	22
D. Several times a month	22	21
E. Once a month or less	41	19

Part II: Student Response to Life Skills Activities

Percent

8. How has (have) your class(es) responded to the Life Skills activities?

		Mean Rating
23	5- A. Very positively	
56	4- B. Positively	3.91
14	3- C. Neutral	
04	2- D. Negatively	
03	1- E. Very negatively	

Comments:

9. Since you began using the Life Skills activities and strategies, have you noted any changes in your students in the following areas?

For each area, circle the letter that best indicates the degree and direction of change you have observed.

A. Very positive change (5)
B. Positive change (4)
C. No change (3)
D. Negative change (2)
E. Very negative change (1)

Mean Response	Behavior	Degree of Change
3.87	Students' ability to express their feelings.	A B C D E
3.75	Students' ability to accept their feelings.	A B C D E
3.77	Students' ability to accept the feelings of others.	A B C D E
3.57	Students' ability to accept the values of others.	A B C D E
3.79	Students' self-confidence and self-awareness.	A B C D E
3.77	Students' ability to get along with one another.	A B C D E
3.87	Students' ability to cooperate and relate to you (the teacher).	A B C D E
3.70	Students' ability to control their behavior and solve problems before they become major disruptions.	A B C D E

10. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

Part III: Usefulness of the Workshop

Percent

11. How much of the material presented in the workshop was new to you?

05 A. All
28 B. Most
58 C. Some
08 D. None

Percent

12. How much of the material presented in the workshop has been helpful to you?

22 A. All
30 B. Most
43 C. Some
05 D. None

Percent

13. Did the workshop meet your expectations?

11 A. It was exactly what I expected.
55 B. It was close to what I expected.
25 C. It was different from what I expected.
09 D. It was very different from what I expected.

Comments:

20.1 In what format was your Life Skills workshop presented?

Percent		
09	One day workshop
14	Two day workshop
19	One day workshop with later follow-ups
13	Two day workshop with later follow-ups
-	Several Saturday sessions
12	Several evening sessions
26	Other _____

20.2 Would you have preferred a different format?

Percent		
75	No. I was satisfied with the format.
25	Yes. I would have preferred:

Percent		
07	One day workshop
21	Two day workshop
07	One day workshop with later follow-ups
21	Two day workshop with later follow-ups
-	Several Saturday sessions
-	Several evening sessions
43	Other _____

21. The planned objectives of the teacher training workshop are listed below. Based on your experience with the Life Skills activities in your classroom, please circle the number which indicates how well you feel each objective was attained.

Mean Rating	Objectives:	5 Very Successful	4	3 Uncertain	2	1 Very Unsuccessful
4.16	To create an awareness of the importance of affective education.	A	B	C	D	E
3.95	To increase understanding of the relationship between affective and cognitive learning.	A	B	C	D	E
3.96	To create an understanding of the rationale for promoting positive affective and cognitive growth as a prevention strategy in mental health.	A	B	C	D	E
4.06	To introduce and demonstrate selected classroom activities in the Life Skills Program.	A	B	C	D	E

	Objectives:	Very Successful		Uncertain		Very Unsuccessful
3.96	To facilitate teachers' personal knowledge and skill in the four Life Skill Strategies.	A	B	C	D	E
3.82	To develop and/or increase teachers' confidence in their ability to conduct Life Skills activities.	A	B	C	D	E
3.79	To provide resources for additional training, consultation and materials.	A	B	C	D	E

Percent 22. As a group, how would you rate the ability of the workshop trainers?

Percent		Mean Rating
19	5- A. Very high	
49	4- B. High	
16	3- C. Medium	3.65
09	2- D. Low	
07	1- E. Very low	

Comments:

23. Additional comments on any aspect of the Life Skills workshop or materials would be appreciated.

14. What is the one aspect of the workshop that has been most useful to you?

15. What is the one aspect that was least useful to you?

Percent 16. How highly would you rate the success of the workshop in helping you to integrate the Life Skills activities and strategies with your lesson plans and classroom content?

			Mean Rating
05	5	A. Very high success	
32	4	B. High success	
32	3	C. Medium success	
20	2	D. Low success	3.02
11	1	E. Very low success	

17. What additional topics do you think should be covered in future Life Skills Teacher Training Workshops? Should any topics be eliminated?

Percent 18. Was your attendance at the Life Skills Teacher Training Workshop voluntary or required?

48	A. Voluntary
52	B. Required

Percent Circled 19. Did you receive any type of credit for the Life Skills Teacher Training workshop? (Circle all that apply.)

35	A. Certification renewal credit.
46	B. Local school system staff development credit.
22	C. Coursework credit through a college or university.
43	D. No credit options were available.

APPENDIX B

STUDENT OUTCOME MEASURES

MYSELF-Early Elementary
MYSELF-Upper Elementary, Intermediate, High School

MY CLASS-Early Elementary
SCHOOL LIFE-Upper Elementary, Intermediate, High School

ABOUT YOUR CLASS-Early Elementary
ABOUT YOUR CLASS-Upper Elementary, Intermediate, High School

ATTITUDE TOWARD SCHOOL-Upper Elementary
ATTITUDE TOWARD SCHOOL-Intermediate
ATTITUDE TOWARD SCHOOL-High School

MY OPINION-Upper Elementary
MY OPINION ON DRUGS AND ALCOHOL-Intermediate, High School

CLASSROOM OBSERVATION FORM-All levels
DISRUPTIVE BEHAVIOR SCALE-All levels

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

Myself

Directions: The questions below are to find out what you like. Read each question carefully. Answer each question by circling either *Yes* or *No*.

Example Are you shy?	Circle your answer Yes	No

1.	Are you a happy person?	Yes	No
*2.	Are other children often mean to you?	Yes	No
*3.	Do you usually let other children have their way?	Yes	No
*4.	Do you get in trouble at school?	Yes	No
*5.	Would you like to stay home instead of going to school?	Yes	No
*6.	Do you often feel unhappy in school?	Yes	No
7.	Do your classmates think you have good ideas?	Yes	No
8.	Do you have enough friends?	Yes	No
9.	Do you like being you?	Yes	No
10.	Are you easy to get along with?	Yes	No
11.	Does your family think you are important?	Yes	No
*12.	Do you cry easily?	Yes	No
*13.	Do you often get in trouble at home?	Yes	No
14.	Can you wait your turn easily?	Yes	No
*15.	Do you wish you were a different child?	Yes	No
*16.	Do you often break your promises?	Yes	No
*17.	Do you sometimes want to run away from home?	Yes	No
18.	Are you good in your schoolwork?	Yes	No

*Item polarity reversed for scale score computation.

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Intermediate
High School

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Myself

Directions: It is important to know how you feel abut the statments that follow. For each statement, circle the *one* number which shows how much you agree or disagree with the statement. Remember, circle only *one* number for each statement.

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	It is easy for me to get along with others.	5	4	3	2	1
2.	My parents ike to know what I think about things.	5	4	3	2	1
* 3.	I feel I'm *not* as nice looking as most people.	5	4	3	2	1
4.	If I work at something long enough, I will succeed.	5	4	3	2	1
* 5.	There are a lot of times when I'd like to leave home.	5	4	3	2	1
* 6.	I often feel ashamed of myself.	5	4	3	2	1
* 7.	Things are all mixed up in my life.	5	4	3	2	1
* 8.	I often wish I were someone else.	5	4	3	2	1
9.	I have fun with my parents.	5	4	3	2	1
*10.	I am often unhappy.	5	4	3	2	1
11.	I am a lot fun to be with.	5	4	3	2	1
*12.	It's pretty tough to be me.	5	4	3	2	1
13.	I'm easy to get along with.	5	4	3	2	1
*14.	Someone often has to tell me what to do.	5	4	3	2	1
*15.	It is hard for me to make friends.	5	4	3	2	1
16.	The kids in my class make me feel important.	5	4	3	2	1
*17.	My parents push me too much.	5	4	3	2	1

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
18.	I like being the way I am.	5	4	3	2	1
19.	I like to be called on in class.	5	4	3	2	1
20.	I'm pretty sure of myself.	5	4	3	2	1
*21.	My parents expect too much of me.	5	4	3	2	1
*22.	I spend a lot of time daydreaming.	5	4	3	2	1
23.	My parents understand me pretty well.	5	4	3	2	1
24.	The kids in my class make me feel that I am good at doing things.	5	4	3	2	1
25.	I can be trusted.	5	4	3	2	1
*26.	I get upset easily at home.	5	4	3	2	1
27.	My family usually considers my feelings.	5	4	3	2	1

*Item polarity reversed for scale score computation.

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

My Class

Directions: The sentences below are to find out what your class is like. Read each sentence carefully.

If you agree with the sentence circle *Yes*.

If you don't agree with the sentence circle *No*.

Example My class is noisy.	Circle your answer Yes	No
*1. Many children in my class like to cause trouble.	Yes	No
*2. I am afraid to ask my teacher questions.	Yes	No
3. Most children think our class is fun.	Yes	No
4. My teacher likes *all* the children in my class.	Yes	No
5. Most children like our class.	Yes	No
6. I like being in this class.	Yes	No
7. My teacher is interested in things I do at home.	Yes	No
8. In my class I like to work with others.	Yes	No
9. I can talk to my teacher about my problems.	Yes	No
10. All the children in my class are good friends.	Yes	No
*11. Some children in my class are not happy.	Yes	No
12. My teacher understands how I feel.	Yes	No
*13. Children in my class are always fighting.	Yes	No
*14. Some children don't like our class.	Yes	No
*15. My teacher likes some children better than others.	Yes	No

		Circle your answer	
*16.	Some children don't like other children in the class.	Yes	No
17.	Everybody in my class is my friend.	Yes	No
18.	My teacher listens to me.	Yes	No
*19.	My teacher doesn't understand me.	Yes	No
20.	My teacher likes to help all the children in my class.	Yes	No
21.	All the children in my class like each other.	Yes	No
22.	My teacher really cares about me.	Yes	No
*23.	My teacher yells too much.	Yes	No
24.	All of the children in my class know each other well.	Yes	No
25.	The children in my class understand me.	Yes	No
26.	My teacher helps me talk about how I feel.	Yes	No
27.	My class is fun.	Yes	No

*Item polarity reversed for scale score computation.

Upper Elementary
Intermediate
High School

Name: _____ Date: _____

(Circle one in each category)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

School Life

Directions: How students feel about what happens in their classroom is important. For each of the statements that follow, circle the *one* number that best tells how well the statement describes the *classroom you are in right now.*

IMPORTANT: Answer all questions only for the class you are in right now.

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Every student in the class is treated the same.	5	4	3	2	1
*2.	My teacher ignores some of my feelings.	5	4	3	2	1
3.	My teacher understands me.	5	4	3	2	1
4.	Each student knows the other members of the class by their first names.	5	4	3	2	1
*5.	Some groups of students always work together.	5	4	3	2	1
6.	My classmates try to understand how I see things.	5	4	3	2	1
7.	All class members help in making class decisions.	5	4	3	2	1
*8.	In this class I feel that when I talk nobody else really listens.	5	4	3	2	1
9.	All of my classmates get along well together.	5	4	3	2	1
10.	All of my classmates know each other very well.	5	4	3	2	1
11.	When we have class discussions I have a chance to say what is on my mind.	5	4	3	2	1
12.	I enjoy being in this class.	5	4	3	2	1
*13.	Students in this class do not know each other very well.	5	4	3	2	1
14.	I really look forward to discussions we have in this class.	5	4	3	2	1

		Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
15.	My teacher is friendly and warm towards me.	5	4	3	2	1
*16.	When we have discussions in class I just sit and say nothing.	5	4	3	2	1
17.	My teacher appreciates me.	5	4	3	2	1
18.	Each member of the class has an equal say in making decisions.	5	4	3	2	1
19.	My teacher tries to understand how I see things.	5	4	3	2	1
20.	This class helps me to listen to others better.	5	4	3	2	1
21.	This class has helped me to get along with other people.	5	4	3	2	1
22.	Each student has the chance to get to know all other students in the class.	5	4	3	2	1
23.	My teacher is interested in knowing how things seem to me.	5	4	3	2	1
24.	This class is pretty good at having discussions.	5	4	3	2	1
25.	Even when I can't say quite what I mean, my teacher still understands me.	5	4	3	2	1
26.	Class members enjoy solving different kinds of problems.	5	4	3	2	1
21.	All of my classmates work well together.	5	4	3	2	1
28.	I really got to know my teacher in this class.	5	4	3	2	1

*Item polarity reversed for scale score computation.

My Name: _____ Date: _____

(Circle one in each row)

I am in grade: 1 2 3 4 5

I am: a boy a girl

I am: Black White Asian American American Indian Hispanic

About Your Class

Directions: Look at the examples below. Show how well each of the words in the example describes your class by placing an (X) in the *one* square that shows how much the word is like your class.

	A lot like my class	Kind of like my class	Not at all like my class
Example 1: Noisy	☐	☐	☐
Example 2: Try another one. Kind	☐	☐	☐

Now, do the same for all the words that follow.

	A lot like my class	Kind of like my class	Not at all like my class
1. Friendly	☐	☐	☐
2. Hard-Working	☐	☐	☐
*3. Gloomy	☐	☐	☐
4. Care about each other	☐	☐	☐
5. Understanding	☐	☐	☐
*6. Sad	☐	☐	☐
7. Easy to be friends with	☐	☐	☐
8. Fun	☐	☐	☐
*9. Fight a lot	☐	☐	☐
10. Pleasant	☐	☐	☐

*Item polarity reversed for scale score computation.

Upper Elementary
Intermediate
High School

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

About Your Class

Directions: For each word below, circle the *one* number that indicates how well you think this word describes your classmates.

IMPORTANT: Answer all questions only for the class you are in right now.

My classmates are:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Friendly	5	4	3	2	1
2.	Hard-Working	5	4	3	2	1
*3.	Gloomy	5	4	3	2	1
4.	Caring about one another	5	4	3	2	1
5.	Understanding	5	4	3	2	1
6.	Easy to be friends with	5	4	3	2	1
*7.	Unhappy	5	4	3	2	1
8.	Fun	5	4	3	2	1
9.	Considerate	5	4	3	2	1
*10.	Unpleasant	5	4	3	2	1

*Item polarity reversed for scale score computation.

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitudes Toward School

Directions: Below are 28 things that you might do in or out of school. *Circle* the answer which best describes how you feel when you are doing the activity. Circle *only one* answer for each question.

HOW DO YOU FEEL:	Very happy	A little happy	A little unhappy	Very unhappy
1. When you think about your schoolwork?	4	3	2	1
2. About learning something by reading a book?	4	3	2	1
3. When you learn arithmetic in school?	4	3	2	1
*4. On days when you can't go to school?	4	3	2	1
5. About having to remember so many things at school?	4	3	2	1
6. When you play games that make you think?	4	3	2	1
7. When you learn about science in school?	4	3	2	1
8. When you talk to your principal?	4	3	2	1
9. About talking with a friend about the things you have learned in school?	4	3	2	1
10. When you write stories in school?	4	3	2	1
11. When you learn to read in school?	4	3	2	1
12. When you think about how much your teacher cares about your class?	4	3	2	1
13. When you have homework to do?	4	3	2	1
14. About learning new things at home about science?	4	3	2	1
15. When you think about how fairly the children are treated in your school?	4	3	2	1
16. When you learn new things in school?	4	3	2	1
17. When you talk to your teacher?	4	3	2	1
18. When you think about how much the principal cares about the children?	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire,* Pennsylvania Department of Education, Educational Quality Assessment.

		Very happy	A little happy	A little unhappy	Very unhappy
19.	About studying something with a friend?	4	3	2	1
20.	When you come back to school after a vacation?	4	3	2	1
21.	When you are given a book for a birthday present?	4	3	2	1
22.	About asking your teacher for help?	4	3	2	1
23.	When you learn social studies in school?	4	3	2	1
24.	When you think about your classroom in school?	4	3	2	1
25.	When you practice your writing in school?	4	3	2	1
26.	When you study for a test?	4	3	2	1
27.	About reading a book by yourself?	4	3	2	1
28.	On days when you are in school?	4	3	2	1

*Item polarity reversed for scale score computation.

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitude Toward School

Directions: Below you will find a set of statements. Circle the answer which best shows how you feel about each statment. Circle *only one* answer for each statement.

		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
*1.	Most of my classes this year are boring.	5	4	3	2	1
*2.	I go to school only because I am made to go.	5	4	3	2	1
3.	I would like to join a group to learn something new.	5	4	3	2	1
4.	I feel that I would like to return to school from time to time during my whole life.	5	4	3	2	1
5.	I would like to learn a new game even if I lose at it.	5	4	3	2	1
*6.	I don't like to learn new words.	5	4	3	2	1
7.	I have a need to learn as a thirsty man needs water.	5	4	3	2	1
8.	I want to keep learning for the rest of my life.	5	4	3	2	1
9.	I try to learn things wherever I am.	5	4	3	2	1
*10.	Studying is a waste of time.	5	4	3	2	1
11.	I try to remember a new word.	5	4	3	2	1
*12.	Practice problems and drills are a waste of time.	5	4	3	2	1
13.	I like learning how to do something in a new and different way.	5	4	3	2	1
14.	I wish that I could learn everything there is to know.	5	4	3	2	1
*15.	I don't like games that make me think.	5	4	3	2	1
*16.	It is a waste of time to read a textbook if I won't be tested on it.	5	4	3	2	1
17.	I like school.	5	4	3	2	1
*18.	Teachers are *not* interested in students.	5	4	3	2	1
*19.	I would like to quit school now or as soon as I am 16.	5	4	3	2	1
*20.	School is a waste of time.	5	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire*, Pennsylvania Department of Education, Educational Quality Assessment

		Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
21.	Schools help to make this a better country.	5	4	3	2	1
22.	I like my teachers.	5	4	3	2	1
23.	Going to school is a "privilege".	5	4	3	2	1
24.	I like to get back to school after vacation.	5	4	3	2	1
25.	Most of my subjects this year are worthwhile.	5	4	3	2	1
*26.	School is a dull place.	5	4	3	2	1
*27.	Teachers don't know what they are talking about.	5	4	3	2	1
28.	It is very important to me to learn as much as I possibly can.	5	4	3	2	1
*29.	Most homework my teachers give me is a waste of time.	5	4	3	2	1
30.	I like to do things that challenge me and make me learn.	5	4	3	2	1

*Item polarity reversed for scale score computation.

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

Attitude Toward School

Directions: Following is a series of statements. Circle the answer which best shows your feeling about each statement. Circle *only one* answer for each statement.

		Strongly agree	Agree	Disagree	Strongly disagree
1.	I enjoy my work at school.	4	3	2	1
2.	School is usually interesting enough to keep me from getting bored.	4	3	2	1
3.	I find puzzles fun to do.	4	3	2	1
*4.	Teachers talk too much in class.	4	3	2	1
*5.	School authorities have too much control over me.	4	3	2	1
*6.	I would rather be out working than remain in school.	4	3	2	1
*7.	I don't like games that make me think.	4	3	2	1
8.	I think this school prepares me to make better decisions about life's problems.	4	3	2	1
*9.	There is not enough variety in the way classes are taught.	4	3	2	1
10.	Our school building is nice to be in.	4	3	2	1
11.	I try to learn things wherever I am.	4	3	2	1
12.	Students in this school are often given the opportunity to express their ideas about how the school ought to be run.	4	3	2	1
*13.	There really isn't much use complaining to the teachers about the school because it is impossible to influence them anyway.	4	3	2	1
14.	I get more satisfaction from doing an assignment well than from receiving high marks.	4	3	2	1
*15.	Too much time is wasted during the school day.	4	3	2	1
*16.	There isn't enough variety in the kinds of courses offered by this school.	4	3	2	1
*17.	Teachers assign too much homework.	4	3	2	1

Adapted from the 1974 *Pennsylvania Student Questionnaire*, Pennsylvania Department of Education, Educational Quality Assessment.

		Strongly agree	Agree	Disagree	Strongly disagree
*18.	I am often bored.	4	3	2	1
*19.	There is little I can do about the way this school is run.	4	3	2	1
20.	I think the extra-curricular activities offered in this school are worthwhile.	4	3	2	1
*21.	My relationships with teachers are very formal and impersonal.	4	3	2	1
22.	I would rather learn new ways to do things than keep on doing them in the same way.	4	3	2	1
23.	The courses available in this school are extremely valuable to me.	4	3	2	1
24.	I often read and study in my courses beyond what is required by my teacher.	4	3	2	1
25.	I spend a lot of my free time reading.	4	3	2	1
26.	I like to talk with my teachers about my ideas.	4	3	2	1
27.	Pupils in this school are given considerable freedom in planning their own programs to meet their future needs.	4	3	2	1
*28.	I think that most of what is taught in this school is useless in today's world.	4	3	2	1
29.	Most teachers know what they are talking about.	4	3	2	1
30.	I would rather tackle a complicated problem than solve a simple one.	4	3	2	1
*31.	Students should have more free time during the school day.	4	3	2	1
*32.	Teachers are concerned only with their own subjects.	4	3	2	1
*33.	I know about everything I need to know to get along in life.	4	3	2	1
*34.	We have too many required subjects.	4	3	2	1
35.	Teachers help us when we need them.	4	3	2	1
*36.	There is too much emphasis on getting good grades, not learning.	4	3	2	1
*37.	There are not enough extra-curricular activities offered in this school.	4	3	2	1

*Item polarity reversed for scale score computation.

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

MY OPINION

This survey asks for your opinions about a number of different things. We think you will find this interesting and you will enjoy answering the questions.

We need your help to make this a good study. It is important that you think about each question and answer it truthfully. If you want to change your answer, please be sure to completely erase your first answer. If you object to answering a question, just leave it blank.

The only people who will see these answers are professional researchers from Research for Better Schools, Inc. No information of any sort about individual students will ever be given to anyone by the researchers. This means that your answers will never be shown to teachers, parents, police, or anyone else.

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

Items were adapted from the *My Opinion Survey*, Pacific Institute for Research and Evaluation

DIRECTIONS: Next to each question check (x) one answer.

1. DRINKING ALCOHOL (beer, wine, or liquor)...
   a. is bad for a kid's health. yes____ no____ not sure____
   b. makes a kid feel bad. yes____ no____ not sure____
   c. gets a kid in trouble. yes____ no____ not sure____
   d. makes kids lose their friends. yes____ no____ not sure____
   e. makes kids do poorly in school. yes____ no____ not sure____

2. SMOKING CIGARETTES ...
   a. is bad for a kid's health. yes____ no____ not sure____
   b. makes a kid feel bad. yes____ no____ not sure____
   c. gets a kid in trouble. yes____ no____ not sure____
   d. makes kids lose their friends. yes____ no____ not sure____
   e. makes kids do poorly in school. yes____ no____ not sure____

3. SMOKING MARIJUANA (grass, pot, hash) ...
   a. is bad for a kid's health. yes____ no____ not sure____
   b. makes a kid feel bad. yes____ no____ not sure____
   c. gets a kid in trouble. yes____ no____ not sure____
   d. makes kids lose their friends. yes____ no____ not sure____
   e. makes kids do poorly in school. yes____ no____ not sure____

4. Have you *ever* smoked a cigarette?

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

5. Have you smoked cigarettes *during the last four weeks?*

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

6. Have you *ever* drunk alcohol (beer, wine, or liquor)?

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

7. Have you had a drink of beer, wine, or liquor *during the last four weeks?*

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

8. Have you *ever* smoked marijuana? Marijuana is also called grass, pot, and hash.

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

9. Have you smoked any marijuana *during the last four weeks?*

____ never
____ once or twice
____ 3 to 10 times
____ 11 to 20 times
____ 21 times or more

Name: _____ Date: _____

(Circle one in each category below)

Grade: 5 6 7 8 9 10 11 12

Ethnic Group: Black White Asian American American Indian Hispanic

Sex: Male Female

MY OPINION ON DRUGS AND ALCOHOL

This survey asks for your opinions about a number of different things, including your attitude toward drugs, and your use of cigarettes, alcohol, and drugs. We think you will find this interesting and you will enjoy answering the questions.

We need your help to make this a good study. It is important that you think about each question and answer it truthfully. If you want to change your answer, please be sure to completely erase your first answer. If you object to answering a question, just leave it blank.

The only people who will see these answers are professional researchers from Research for Better Schools, Inc. No information of any sort about individual students will ever be given to anyone by the researchers. This means that your answers will never be shown to teachers, parents, police, or anyone else.

PLEASE DO NOT PUT YOUR NAME ON THIS SURVEY.

Items were adapted from the *Drug and Alcohol Survey*, Pacific Institute for Research and Evaluation and from the *Pennsylvania State University Drug Education Evaluation Scale, Personal Drug Use Scale.*

DIRECTIONS: Circle one number next to EACH statement.

1. I *THINK* that ...	a very bad thing	a bad thing	not good or bad	a good thing	a very good thing	don't know
a. drinking alcohol (beer, wine, liquor) is .	1	2	3	4	5	DN
b. smoking cigarettes	1	2	3	4	5	DN
c. smoking marijuana (grass, pot, hash) is	1	2	3	4	5	DN
d. sniffing inhalants (sniff glue, snappers, poppers, gas) is	1	2	3	4	5	DN
e. taking barbiturates or tranquilizers (sleeping pills, downers, barbs, tranks, soapers) is	1	2	3	4	5	DN
f. taking amphetamines or stimulants (pep pills, uppers, beans, speed, crank) is ..	1	2	3	4	5	DN
g. taking serotonin (wagon wheels, bumpers) is	1	2	3	4	5	DN
h. sniffing cocaine is	1	2	3	4	5	DN
i. using PCP (angel dust, krystal) is	1	2	3	4	5	DN
j. taking LSD or other psychedelics (acid) is	1	2	3	4	5	DN
k. using heroin or morphine (smack, junk) is	1	2	3	4	5	DN

DIRECTIONS: Various substances are listed below. You may or may not have used some of these substances. In the first two columns, indicate whether or not you have used each substance *ANY TIME* in your life. In the last five columns, show the number of times you have used each substance in the *PAST 3 MONTHS*, without a doctor's prescription. Your answers will remain confidential.

2. How often have you ...	Used some time in your lifetime		Use in PAST 3 MONTHS				
	YES	NO	None in past 3 months	1 or 2 times in past 3 months	1 or 2 times per month	1 or 2 times per week	More than once per day
a. drunk alcohol (beer, wine, liquor)?	Yes	No	A	B	C	D	E
b. smoked cigarettes	Yes	No	A	B	C	D	E
c. smoked marijuana (grass, pot, hash)?	Yes	No	A	B	C	D	E
d. sniffed inhalants (sniff glue, snappers, poppers, gas)?	Yes	No	A	B	C	D	E
e. taken barbiturates or tranquilizers (sleeping pills, downers, barbs, tranks, soapers)?	Yes	No	A	B	C	D	E
f. taken amphetamines or stimulants (pep pills, uppers, beans, speed, crank)?	Yes	No	A	B	C	D	E
g. taken serotonin (wagon wheels, bumpers)?	Yes	No	A	B	C	D	E
h. sniffed cocaine?	Yes	No	A	B	C	D	E
i. used PCP (angel dust, krystal)?	Yes	No	A	B	C	D	E
j. taken LSD or other psychedelics (acid)?	Yes	No	A	B	C	D	E
k. used heroin or morphine (smack, junk)?	Yes	No	A	B	C	D	E

LIFE SKILLS FOR MENTAL HEALTH

Classroom Observation Form

School/School District _____

Observer _____

Date _____ Time Block _____ : _____ to _____

Teacher _____

Grade Level _____ Subject Area _____

1. **Subjects in Classroom**

Number

____ Teachers

____ Aides

____ Students

____ Other: _____

2. **Physical Arrangement**

Number

____ Individual student desks

____ Small group tables

____ Resource areas

____ Carrels

____ Teacher desks

____ Other: _____

Draw Map

Research for Better Schools, Inc

3. **Major Activity Scheduled for Observation Period**

(check one category)

____ Life Skills Activity

____ Academic instruction

____ Tutoring

____ Recreation/free time

____ Other: _____

4. **Mode of Group Participation in Major Activity**

(check all that apply)

____ Entire Class

____ Small groups

____ Individual students

____ Other: _____

5. **Types of presentations**

Record the number of minutes the class spends in each of the following categories during the class period. At the end of the period, total the time spent in each category.

	Minutes per Segment					Total Time on this Activity
Lecture	____	____	____	____	____	____
Lecture/Discussion	____	____	____	____	____	____
Discussion	____	____	____	____	____	____
Question/Answer	____	____	____	____	____	____
Drill	____	____	____	____	____	____
Individualized Activities	____	____	____	____	____	____
Group Activities	____	____	____	____	____	____
Testing/Grading	____	____	____	____	____	____
Free Time	____	____	____	____	____	____
Other: _____	____	____	____	____	____	____

6. **Nature of Affective Behaviors of Staff** (Rate behaviors at end of the observation period.)

The teacher tends to:	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
a. support students.	4	3	2	1	N/A
b. show concern over individual student progress.	4	3	2	1	N/A
*c. frequently criticize or make fun of students.	4	3	2	1	N/A
d. encourage students to discuss feelings.	4	3	2	1	N/A
*e. tolerate student behavior that causes classroom disruption.	4	3	2	1	N/A

		Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
f.	develop "we" feeling with students.	4	3	2	1	N/A
g.	give students the chance to express their feelings.	4	3	2	1	N/A
*h.	discourage student questions or requests for help.	4	3	2	1	N/A
i.	positively redirect deviant behavior.	4	3	2	1	N/A
j.	accept student feelings without making value judgments.	4	3	2	1	N/A
k.	be fully aware of student feelings.	4	3	2	1	N/A
l.	be enthusiastic.	4	3	2	1	N/A
m.	involve students in solving behavior problems.	4	3	2	1	N/A
n.	be caring toward students.	4	3	2	1	N/A

Narrative on teach behavior:

*Item polarity reversed for scale score computation.

7. **Nature of Affective Behaviors of Students** (Rate behaviors at end of the observation period.)

		Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
Students tend to:						
a.	agree with or support classmates.	4	3	2	1	N/A
*b.	have difficulty communicating with the teacher.	4	3	2	1	N/A
c.	be caring toward classmates.	4	3	2	1	N/A
d.	require little supervision.	4	3	2	1	N/A
e.	cooperate and share with classmates.	4	3	2	1	N/A
* f.	engage in behavior that causes classroom disruption.	4	3	2	1	N/A
g.	work easily with the teacher.	4	3	2	1	N/A
h.	be aware of classmates' feelings in discussion situations.	4	3	2	1	N/A
i.	be aware of classmates' feelings on a personal level.	4	3	2	1	N/A
*j.	criticize or make fun of classmates.	4	3	2	1	N/A
k.	show pride in their work and accomplishments.	4	3	2	1	N/A
l.	take some responsibility for solving behavior problems.	4	3	2	1	N/A
m.	feel free to request help.	4	3	2	1	N/A
n.	be able to communicate with classmates in discussion situations.	4	3	2	1	N/A

Narrative on student behavior:

*Item polarity reversed for scale score computation.

DISRUPTIVE BEHAVIOR SCALE

To the Teacher: As part of the Life Skills Evaluation Study, we are attempting to find out how much students have changed over the course of the current school year. One area of interest is disruptive behavior; often a change in the degree of disruptive behavior exhibited by a student indicates a change in the student's attitude toward school or toward a particular teacher. This instrument is designed to measure some of these changes.

Directions: Please list the name of each student in your class. Then for each student, rate the change in disruptive behavior you have observed over the course of the school year (5 = Much Less Disruptive, 4 = Less Disruptive, 3 = No Change, 2 = More Disruptive, 1 = Much More Disruptive).

Thank you very much for your participation and continued cooperation.

DISRUPTIVE BEHAVIOR SCALE

Student Name	Change in Disruptive Behavior				
	5	4	3	2	1
	Much Less Disruptive	Less Disruptive	No Change	More Disruptive	Much More Disruptive
1. _____	5	4	3	2	1
2. _____	5	4	3	2	1
3. _____	5	4	3	2	1
4. _____	5	4	3	2	1
5. _____	5	4	3	2	1
6. _____	5	4	3	2	1
7. _____	5	4	3	2	1
8. _____	5	4	3	2	1
9. _____	5	4	3	2	1
10. _____	5	4	3	2	1
11. _____	5	4	3	2	1
12. _____	5	4	3	2	1
13. _____	5	4	3	2	1
14. _____	5	4	3	2	1
15. _____	5	4	3	2	1
16. _____	5	4	3	2	1
17. _____	5	4	3	2	1
18. _____	5	4	3	2	1
19. _____	5	4	3	2	1
20. _____	5	4	3	2	1

APPENDIX C

TEACHER OUTCOME MEASURES

LIFE SKILLS FOR MENTAL HEALTH ACTIVITY LOG

LIFE SKILLS FOR MENTAL HEALTH TEACHER SURVEY

LIFE SKILLS FOR MENTAL HEALTH OPINION SURVEY

LIFE SKILLS FOR MENTAL HEALTH CLASSROOM OBSERVATION FORM

Activity Log for Life Skills for Mental Health 5-8, 9-11, 12-14, 15-18

Teacher _____ Grade Level _____ School _____ Subject _____

Activity Name (and number, if any)	Page No.	Date	Group Size (√)			First time activity used? (Yes or No)	Activity Use (√)			Time spent on activity (to nearest 5 minutes)	Class Reaction				
			Whole Class	Small Group	Individual		With other subject matter	As a separate activity	At a teachable moment		Very Positive				Very Negative
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1
											5	4	3	2	1

C-1

For the time period covered above, circle the response that best describes the frequency with which you used each of the following strategies in your classroom.

Listening for Feeling	Daily	Weekly	Monthly
Behavior Feedback	Daily	Weekly	Monthly
Values Clarification	Daily	Weekly	Monthly
Role Playing	Daily	Weekly	Monthly

LIFE SKILLS FOR MENTAL HEALTH
TEACHER SURVEY

Name _____ Date _____

School System _____ Grade Level _____

Subject Specialty Area _____ No. of Years Teaching Experience _____

Directions: This questionnaire is designed to collect feedback on the Life Skills program. Since you are a participating teacher, it is important to obtain your reactions to the program. Please answer each question as honestly and completely as possible. Thank you.

1. Which Life Skills Activity Guide do you use? *(Circle your answer.)*

   A. Ages 5-8
   B. Ages 9-11
   C. Ages 12-14
   D. Ages 15-18

2. On the average how often do you use Life Skills activities in your classroom? *(Circle your answer.)*

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

3. *Before* you attended your first Life Skills workshop, on the average how often did you use similar mental health activities and materials in your classroom? *(Circle your answer.)*

   A. Once a day or more
   B. Several times a week
   C. About once a week
   D. Several times a month
   E. Once a month or less

4. Life Skills activities can be employed in a number of ways. Estimate what percent of all the Life Skills activities that you have used fit into each of the following categories.

Use of Life Skills Activities	Percent of Total
Used as separate activities	_____ %
Integrated with classroom lessons	_____ %
Introduced a teachable moments	_____ %
Other _____	_____ %

5A. Four strategies were introduced in the workshop you attended. Please indicate how often you use each of these strategies in your classroom by circling the corresponding letter below.

Strategy	Once a day or more	Several times a week	About once a week	Several times a month	Once a month or less
Listening for Feeling	A	B	C	D	E
Behavior Feedback	A	B	C	D	E
Role Playing	A	B	C	D	E
Values Clarification	A	B	C	D	E

5B. Please indicate the usefulness of each of these strategies for your class by circling the corresponding letter below.

Strategy	Very useful	Useful	Somewhat useful	Not at all useful
Listening for Feeling	A	B	C	D
Behavior Feedback	A	B	C	D
Role Playing	A	B	C	D
Values Clarification	A	B	C	D

6. For each behavior described below, circle the letter that best indicates the degree and direction of change you have observed in your students with respect to this behavior since you began using the Life Skills activities and strategies.

Behavior	Very postive change	Positive change	No change	Negative change	Very negative change
Students' ability to express their feelings.	A	B	C	D	E
Students' ability to accept their feelings.	A	B	C	D	E
Students' ability to accept the feelings of others.	A	B	C	D	E
Students' ability to accept the values of others.	A	B	C	D	E
Student's self-confidence and self-awareness.	A	B	C	D	E
Students' ability to get along with one another	A	B	C	D	E
Students' ability to cooperate and relate to you (the teacher).	A	B	C	D	E
Students' ability to control their behavior and solve problems before they become major disruptions.	A	B	C	D	E

7. Have you seen any noticeable changes in individual students since you began using the Life Skills activities? Please describe.

8. Other comments on the Life Skills program.

LIFE SKILLS FOR MENTAL HEALTH OPINION SURVEY

Identification: __ __ __ __ (enter last four digits of social security number)

Date: _____

Age: _____ under 25 _____ 25-34 _____ 35-45 _____ over 45

Education: _____ degree Years experience: _____

Field: _____ Mental Health _____ Education _____ Other (specify) _____

This survey is designed to provide valuable feedback to the Life Skills program. It should be administered both before the start of the training workshop and again after its completion. Your cooperation is appreciated.

The following statements represent commonly held opinions in the fields of education and mental health. Since these are only opinions, there are no correct or incorrect responses possible. For each statement below, please check the response which indicates most closely the extent to which you agree or disagree with the opinion stated.

1. Good mental health is desirable but not absolutely essential for maximum classroom learning.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

2. The teaching of values has no place in the classroom.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

3. Basic Skills need more emphasis than Life Skills in the school today.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

4. Affective education is not related to Basic Skills.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

5. Students should be taught to share and publicly affirm their values.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree
_____	_____	_____	_____

6. Unless knowledge is related to an affective state in the learner, the likelihood that it will influence behavior is limited.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

7. Children are generally unaware of the effects their unacceptable or disruptive behavior has on others around them.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

8. Telling a student how he/she should behave takes away the opportunity for the student to learn how his/her behavior affects others.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

9. It is wrong to teach children to accept personal characteristics which cannot be changed.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

10. The way knowledge affects one's behavior occurs only in the degree to which the individual has discovered its personal meaning for himself or herself.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

11. Whenever we solve, or attempt to solve, a problem for a student we take a learning opportunity away from the student.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

12. It is extremely difficult to effectively integrate cognitive and affective education within the same curriculum activities.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

13. Children in school should be exposed only to those values which are commonly held by our own society.

1	2	3	4
Strongly Disagree	Disagree Somewhat	Agree Somewhat	Strongly Agree

THANK YOU FOR YOUR PARTICIPATION

LIFE SKILLS FOR MENTAL HEALTH

Classroom Observation Form

School/School District _____

Observer _____

Date _____ Time Block _____ : _____ to _____ : _____

Teacher _____

Grade Level _____ Subject Area _____

1. Subjects in Classroom

Number

____ Teachers

____ Aides

____ Students

____ Other: _____

2. Physical Arrangement

Number

____ Individual student desks

____ Small group tables

____ Resource areas

____ Carrels

____ Teacher desks

____ Other: _____

Draw Map:

Research for Better Schools, Inc.

3. **Major Activity Scheduled for Observation Period**

(check one category)

____ Life Skills Activity

____ Academic instruction

____ Tutoring

____ Recreation/free time

____ Other: _____

4. **Mode of Group Participation in Major Activity**

(check all that apply)

____ Entire Class

____ Small groups

____ Individual students

____ Other: _____

5. **Types of presentations**

Record the number of minutes the class spends in each of the following categories during the class period. At the end of the period, total the time spent in each category.

	Minutes per Segment					Total Time on this Activity
Lecture	____	____	____	____	____	____
Lecture/Discussion	____	____	____	____	____	____
Discussion	____	____	____	____	____	____
Question/Answer	____	____	____	____	____	____
Drill	____	____	____	____	____	____
Individualized Activities	____	____	____	____	____	____
Group Activities	____	____	____	____	____	____
Testing/Grading	____	____	____	____	____	____
Free Time	____	____	____	____	____	____
Other: _____	____	____	____	____	____	____

6. **Nature of Affective Behaviors of Staff** (Rate behaviors at end of the observation period.)

The teacher tends to:	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
a. support students.	4	3	2	1	N/A
b. show concern over individual student progress.	4	3	2	1	N/A
*c. frequently criticize or make fun of students.	4	3	2	1	N/A
d. encourage students to discuss feelings.	4	3	2	1	N/A
*e. tolerate student behavior that causes classroom disruption.	4	3	2	1	N/A

		Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
f.	develop "we" feeling with students.	4	3	2	1	N/A
g.	give students the chance to express their feelings.	4	3	2	1	N/A
*h.	discourage student questions or requests for help.	4	3	2	1	N/A
i.	positively redirect deviant behavior.	4	3	2	1	N/A
j.	accept student feelings without making value judgments.	4	3	2	1	N/A
k.	be fully aware of student feelings.	4	3	2	1	N/A
l.	be enthusiastic.	4	3	2	1	N/A
m.	involve students in solving behavior problems.	4	3	2	1	N/A
n.	be caring toward students.	4	3	2	1	N/A

Narrative on teach behavior:

*Item polarity reversed for scale score computation.

7. **Nature of Affective Behaviors of Students** (Rate behaviors at end of the observation period.)

	Very High Evidence	High Evidence	Some Evidence	No Evidence	Not Applicable
Students tend to:					
a. agree with or support classmates.	4	3	2	1	N/A
*b. have difficulty communicating with the teacher.	4	3	2	1	N/A
c. be caring toward classmates.	4	3	2	1	N/A
d. require little supervision.	4	3	2	1	N/A
e. cooperate and share with classmates.	4	3	2	1	N/A
* f. engage in behavior that causes classroom disruption.	4	3	2	1	N/A
g. work easily with the teacher.	4	3	2	1	N/A
h. be aware of classmates' feelings in discussion situations.	4	3	2	1	N/A
i. be aware of classmates' feelings on a personal level.	4	3	2	1	N/A
*j. criticize or make fun of classmates.	4	3	2	1	N/A
k. show pride in their work and accomplishments.	4	3	2	1	N/A
l. take some responsibility for solving behavior problems.	4	3	2	1	N/A
m. feel free to request help.	4	3	2	1	N/A
n. be able to communicate with classmates in discussion situations.	4	3	2	1	N/A

Narrative on student behavior:

*Item polarity reversed for scale score computation.